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ABSTRACT

The 10 issues of this organizational bulletin for the 1995-96 school year present reports, reviews, and essays on issues concerning the advancement of higher education as well as organizational news items. Major articles include: "Bowling Alone"--An Interview with Robert Putnam; "Crossing Boundaries: Pathways to Productive Learning and Community Renewal" (Russell Edgerton); "'Read My Lips': The Academic Administrator's Role in the Campus Focus on Teaching" (Joan Deguire North); "Front-End Alignment/An Introduction to the Standards Movement" (Ruth Mitchell); "How Standards-Based K-12 Reforms Affect Higher Education" (Francis Griffith); "Student Collaboration: Not Always What the Instructor Wants" (Donald McCabe and Sally Cole); "Reassessing (and Defining) Assessment" (Thomas Angelo); "Just Say No' to Calendar Change" (Thomas Trzyna); "Distance Education: The Options Follow Mission" (Susan Rogers); "Resources for Learning about Distance Education"; "Giving Distance Learning a Try" (Norman Coombs and Edward White); "Crossing Boundaries" (information about the 1996 national conference); "Persistent Problems in Evaluating College Teaching" (W. J. McKeachie and Matthew Kaplan); "Closer to the Disciplines: A Model for Improving Teaching within Departments" (Deborah DeZure); "The Search for Next-Century Learning/An Interview with John Abbott" (Ted Marchese); "The Name Game: Forward to the Past/The Right Job Title Can Make a Big Difference" (Martin Schoppmeyer and Christopher Lucas); "The Partnership Terrain/Results of a Study of School-College Partnerships" (Louis Albert and Franklin Wilbur); "Transforming Assessment: High Standards for Higher Learning" (Thomas Angelo); "What Research Says about Improving Undergraduate Education/Twelve Attributes of a High-Quality Experience"; "The Baldridge in Education: Why It Is Needed and What the First Pilot Year Produced" (Daniel Seymour); "Assessment and CQI: Could Collaboration Be on the Horizon" (Monika Springer Schnell); and "Out of Africa: A Model for Others" (Linda Chrisholm and Louis Albert); "'Motor Voter': How the New Law Can Help Colleges Promote Civic Engagement" (an interview with David Warren); "An Agenda for Involving Faculty in Service" (Deborah Hirsch); "It Was Time To Act, and Southern University Did: New Orleans Partnership Prepares Young Professionals To Meet Urban Needs" (Deborah Smith); "Making Learning Communities Work/Seven Lessons from Temple's Effort to Transform the First-Year Experience" (Jodi Levine and Daniel Tompkins); and "Crossing Boundaries: Pathways to Productive Learning and Community Renewal" (excerpts from the 1996 national conference). (DB)

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AAHE Bulletin

September 1995 Volume 48 Number 1

"Bowling Alone"

How an Erosion of Social Capital Endangers American Democracy

AN INTERVIEW WITH ROBERT PUTNAM

Crossing Boundaries

RUSSELL EDGERTON, DIANA NATALICIO

1996 National Conference on Higher Education

"Crossing Boundaries: Pathways to Productive Learning and Community Renewal"

March 17-20, Chicago ▪ Call for Proposals

▪ **AAHE NEWS**

▪ **BOARD ELECTION RESULTS**

▪ **BULLETIN BOARD by Ted Marchese**

AAHE
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In this issue:

Until 1985, AAHE's National Conference on Higher Education was not just our "flagship" convening, it was our only convening. No longer, of course. AAHE now also mounts three special-topic conferences annually: the June AAHE Conference on Assessment (the first addition, and since 1993 incorporating "Quality"); since 1990 a fall National Conference on School/College Collaboration; and since 1993 a January AAHE Conference on Faculty Roles & Rewards. But still the National Conference on Higher Education dominates, reflecting its special status.

For decades a major higher education event, the meeting is an occasion for stepping back and looking at the whole of the higher education landscape . . . for coming together across sectors, across regional boundaries, across specialties and hierarchies to address the challenges that face us . . . for considering with colleagues where we've been, and where we want to be, both individually and as a community. In other words, the National Conference is the event that most captures AAHE's spirit.

Accordingly, instead of an insert into an issue of the *Bulletin*, the National Conference call for proposals *is* the September *Bulletin*. Beginning on the opposite page, AAHE invites you to submit a session proposal or a suggestion for a session you would like to see on the 1996 program. Address this year's theme or other topics and issues important to higher education. Make your voice heard.

— BP

CALL FOR PROPOSALS
1996 National Conference on Higher Education
March 17-20, Chicago

3 **"Bowling Alone"**/An Interview With Robert Putnam About America's Collapsing Civic Life/*with Russell Edgerton*

7 **"Crossing Boundaries: Pathways to Productive Learning and Community Renewal"**/the theme statement/*by Russell Edgerton*

8 **On Crossing Boundaries**/comment by AAHE's Board chair, Diana Natalicio

11 **1996 Call for Proposals**/provocative questions and the proposal guidelines

15 **1996 Conference Proposal Submission Form**

Departments

16 **AAHE News**
17 **Letters**
19 **Bulletin Board**/*by Ted Marchese*

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1996 National Conference on Higher Education
March 17-20, Chicago
Call for Proposals

"BOWLING ALONE"

An interview with Robert Putnam about America's collapsing civic life.

This September issue of the *AAHE Bulletin* announces the theme and call for proposals for AAHE's next National Conference on Higher Education (March 17-20, Chicago). It's our occasion to stimulate your thinking and reading about the theme, in hopes you'll sign on to become part of the annual intellectual adventure that is AAHE's conference planning process.

This year, the troubled state of American society was much on the minds of AAHE's Board as they began deliberating a focus for the upcoming gathering. "How," the Board asked, "could higher education become a more engaged part of the solution?" This question in turn led to a prior one: "How should we think about what's gone wrong with American civic life?" And this led us to Robert Putnam.

Robert D. Putnam is Dillon Professor of International Affairs and director of the Center for International Affairs at Harvard University. In his book on Italian politics, *Making Democracy Work* (Princeton University Press, 1993), Putnam builds a strong intellectual foundation for the thesis that the vigor of civic life is a strong predictor of the performance of democratic government. Now he has turned his attention to civic life in our own country.

"Bowling Alone: America's Declining Social Capital" was the first report to come out of his new research. Since its publication in the January 1995 *Journal of Democracy*, his inquiry into what is happening to civic engagement in America has become the talk of the town. In July, while on sabbatical from Harvard and at work on a new book, Robert Putnam spoke with AAHE president Russ Edgerton about what he's finding out.—*Eds.*

EDGERTON: "Bowling Alone" is an arresting title. You say in the article that while the total number of bowlers in America has increased by 10 percent between 1980 and 1993, "league bowling" — that is, the number who bowl as members of organized leagues — has plummeted by 40 percent. You say that's bad news for bowling proprietors, because league bowlers consume three times the beer and pizza, and that's where the money is.

More to your point, that's also bad news for American democracy.

PUTNAM: I used the title because, frankly, I didn't want people to think that the trend of disengagement from civic life that I was talking about was limited to participation in do-gooder organizations like the League for Women Voters.

EDGERTON: The data you cite

in your article are quite striking. Weekly churchgoing is down. Union membership has declined by more than half since the mid-1950s. PTA membership has fallen from 12 million in 1964 to 7 million. Since 1970, membership in the Boy Scouts is down by 26 percent; membership in the Red Cross is off by 61 percent.

Did any of these data surprise you?

PUTNAM: Frankly, the first time we got back the data on PTA membership, I didn't believe it. I thought there was a mistake. I was astonished when the data turned out to be true. That's a huge change.

The people trying to make these organizations go sometimes assume that they have done something wrong . . . that they have a lousy director or something. But they need to see themselves as part of a broader picture — a pattern of civic disengagement.

I came across the bowling evidence doing what academics in the 1990s have to do: fund raising. I was talking about my work to a person who had been a generous supporter of Harvard. As it turned out, he was the owner of one of the largest bowling chains in America. He told me that the trend I was observing wasn't limited to the Red Cross and the Moose Club. It was affecting his own bottom line. Then he told me about the declining participation in bowling leagues.

EDGERTON: Let's talk about why all this is important for our civic life and the future of our democracy, Bob. I understand from reading your book *Making Democracy Work* that your ideas about civic engagement are rooted in your studies of civic traditions in Italy, and that you've been tracking data in that country for an amazingly long period of time.

You tell me how many choral societies there are in an Italian region, and I will tell you plus or minus three days how long it will take you to get your health bills reimbursed by its regional government.

PUTNAM: That's right. Since 1970.

EDGERTON: In the preface, you talk about being in Italy in 1970 when, unexpectedly, the Italian government agreed to establish a system of regional governments. As a budding political scientist, you realized that a wonderful experiment was about to unfold.

PUTNAM: I had just gotten my Ph.D. and was in Rome, with my one-year-old and three-year-old, trying to set up interviews with members of the Italian parliament for another study I wanted to do. The government was falling apart. The politicians had left the city, I couldn't arrange my interviews, and in the midst of all this confusion, the government decided to go forward with a constitutional reform to establish regional governments.

To me, this seemed like being able to start a study in 1789 of Congress . . . to be able to understand how it took root, what social circumstances conditioned how it evolved. And so, in a hand-to-mouth kind of way, I started with several colleagues doing this research.

EDGERTON: . . . and twenty-five years later, you're still there!

PUTNAM: I am indeed. The one-year-old daughter I mentioned is now finishing her own doctorate, with a daughter of her own.

MAKING DEMOCRACY WORK

EDGERTON: Unfortunately, we don't have time to go through the marvelous analysis and argument you lay out in *Making Democracy Work*. But our readers should know the punch lines.

You found, to oversimplify horribly, that different regions of Italy varied enormously in things like rates of membership in sports clubs, and that associational ties like sports club membership turned out to be critical predictors of the quality and success of the regional governments you were tracking.

PUTNAM: Yup. You tell me how many choral societies there are in an Italian region, and I will tell you plus or minus three days how long it will take you to get your health bills reimbursed by its regional government.

EDGERTON: So, Alexis de Tocqueville got it right when he pointed out in *Democracy in America* the critical importance of voluntary associations. Is this thesis pretty well accepted now in the academic circles you travel in?

PUTNAM: Well, as you know, nothing is settled in academic life. But let me distinguish two propositions that I laid out in the book, one of which is pretty widely shared, the other of which is still debated.

The first proposition is that if you want to know why democracy works in some places and not others, de Tocqueville was right . . . it's the strength of civil society.

> **If you want to know why democracy works in some places and not others, de Tocqueville was right . . . it's the strength of civil society. But if we ask why some places have a stronger civil society than others the answer gets more complicated.**

But the second is that if we ask why some places have a stronger civil society than others . . . why there are more football clubs and choral societies in one region than another . . . the answer gets more complicated. As you know, in my book I went back a thousand years and traced some deep historical roots. But there is professional debate about this historical argument.

EDGERTON: You also found in your work in Italy that the various forms of civic engagement are interrelated. Participation in civic associations, newspaper readership, voter turnout, . . . they all go together.

PUTNAM: That's right. If a region is high on one, it's high on the others.

That's true, by the way, in the United States, too. Just yesterday, I was looking at how voter turnout, membership in groups, and indicators of social trust are all correlated in different states. People in Minnesota, for example, are the most trusting people in the United States. They are also among the most intense joiners. And they are the most likely to turn out to vote.

EDGERTON: That's a nice segue to your current research into American civic life. You're a scholar of international affairs and economic development; how and why did you shift your focus to our own country?

PUTNAM: For many years, I've been worried . . . as a citizen . . . about things like the collapse of trust in public authorities. When I was growing up in the 1950s and 1960s, 75 percent of Americans said that they trusted their government to do the right thing. Last year, same survey, same question, it was 19 percent.

As I was finishing my book on Italy, it occurred to me that what I was finding out as a scholar of Italian politics was connected to what worried me as an American citizen — namely, the sense that our national experiment in democratic self-government is faltering. So I started digging around about trends in civic engagement in America. As I said earlier, I frankly was astonished.

EDGERTON: So you've now mounted a serious research effort?

PUTNAM: I have seven research assistants working on this broad project about what I like to call "social capital" . . . the networks and norms of civil society. My study question is: What's been happening to our social capital? As I reported in "Bowling Alone," what we're finding is that it's collapsing.

Now I'm sitting up here in New Hampshire, on sabbatical, trying to write a book about that and about what we might do about it. This time it's going to be written for a broad public audience, rather than simply an academic audience.

EDGERTON: Say a bit more about how our associational life is tied up with how well our democracy works.

PUTNAM: Well, let's take the toughest case, which is my claim, partly but not entirely tongue-in-cheek, that the fate of the republic hangs on the fact that Americans are no longer engaging in league bowling.

First, when you participate in a bowling league, interacting regularly with the same people week after week, you learn and practice what de Tocqueville called "habits of the heart." You learn the personal virtues and skills that are the prerequisites for a democracy. Listening, for example. Taking notes. Keeping minutes. Taking responsibility for your views. That's what is different about league bowling versus bowling alone.

Second, bowling leagues . . . and sports clubs and town bands, whatever . . . provide settings in which people can talk about their shared interests. These are settings quite different from, say, a talk show, where Ted from Toledo calls in and shares his prejudices with a nationwide audience. In that scenario, the rest of us don't know Ted, we don't know how to interpret what he says. But if Ted were in my bowling league, I'd understand him better, because I would interact with him regularly, and so I'd hold him accountable for his views.

EDGERTON: In "Bowling Alone," you take note that not all forms of organized life are collapsing. Mass membership organizations such as the Sierra Club and the National Organization for Women, nonprofit organizations, and informal support groups are growing. But these kinds of associational relationships don't, in your view, teach the sort of civic virtues that you just mentioned.

PUTNAM: That's right. The kinds

of groups that are growing most rapidly are the mailing-list organizations, like the AARP and the NRA. You don't attend meetings; membership involves merely the act of writing a check or perhaps reading a newsletter. From the point of view of social connectedness, such organizations are a very different species from the bowling leagues.

NEXT STEPS?

EDGERTON: I assume your book-in-progress will not only describe the trends but point out what those of us who care about democracy in America can do about reversing them. I know that you're a long way from completion, but give us a sense of how you are thinking about turning the corner from diagnosis to solutions.

PUTNAM: In searching for how to put these trends in perspective, I find myself going back to the massive social and economic transformation America went through between 1865 and 1890. The Industrial Revolution, urbanization, immigration, and so on rendered obsolete a lot of social capital . . . which is a jargony way of saying that in the transition from the country to the city, a lot of connections got left behind. And then in a rush, roughly from 1890 to 1910, all kinds of new organizations formed. That's when the YMCA, Red Cross, Boy Scouts, National League of Cities, and on it goes, really took off.

While the parallel is not perfect, my sense is that over the last thirty years we have been going through a period like that after the Civil War. Television, the global economy, two-career families . . . such developments are rendering obsolete the stock of social capital we had built up at the turn of the century. What we need now is a new round of reform, as we had in the Progressive Era, to reinvent new social organizations, new ways of connecting, for the twenty-first century.

This erosion of social capital on our campuses has serious consequences for university life. Deans can't order people around; they depend on the faculty's sense of campus citizenship.

I'm not sure what those connections will look like. I've been going around the country this year, visiting lots of places where people are trying to move against the current of civic disengagement. I'm hoping that I can put these strands of activity together and articulate ways in which people might contribute to a new period of civic inventiveness.

EDGERTON: One last question. When you talked about the birth of new forms of associational life at the turn of the century, what came to my mind are all the affiliations that academics are now engaged in . . . the American Political Science Association, the American Historical Association, and so on. You've been a dean. Have you thought about what's happening to community *within* academe?

PUTNAM: A little. Americans are in the midst of a transformation that is privileging nonplace-based connections over place-based connections. This is playing out within the academic community as well, and it means that the average faculty member's ties to colleagues around the country and around the world are getting closer, while ties to colleagues in the next building or across the hall are weakening. It's harder and harder to fill faculty clubs.

This erosion of social capital on our campuses has serious consequences for university life. Deans can't order people around; they depend on the faculty's sense of campus citizenship. When that citizenship weakens, it becomes harder and harder to get on with the important tasks of the campus.

EDGERTON: So what do we do?

PUTNAM: I don't have any simple answer here, any more than I have a simple answer for the broader society. The first step is to recognize the character of the problem, to acknowledge that connections matter. Without connections, it's not just that people don't feel warm and cuddly toward one another. It's that our schools don't work as well . . . that the crime rate gets worse. And so it is on campus. So, while I can't give you five easy steps to rebuilding community on our campuses, I can say that recognizing the character of the problem is the place to begin.

EDGERTON: . . . and then to look, as you are doing now, as you traipse around the country, for those nascent forms of new community that might be nurtured?

PUTNAM: Yes, that's exactly right.

EDGERTON: Bob, what a fascinating project! I'm sure AAHE's members will want to stay in touch with your work, and join me in thanking you for letting me interrupt your sabbatical.

PUTNAM: You're welcome. ■

1996 National Conference on Higher Education
March 17-20, Chicago
Call for Proposals

"CROSSING BOUNDARIES"

Pathways to Productive Learning and Community Renewal

by Russell Edgerton
President, AAHE

When AAHE's Board of Directors gathered last spring to select a theme for the 1996 National Conference on Higher Education (March 17-20, Chicago), we were all still feeling the aftershocks of the November mid-term elections.

As background for our discussion, I shared with the Board a presentation made by social analyst Daniel Yankelovich to the National Civic League shortly after the election, in which he had argued that Americans' foul mood — the anger and anxiety — was going to last a long time, and would not lift until its causes had been addressed. In that presentation, he pointed to three destructive trends that needed turning around.

The first, resulting from the impact of technology and the global economy, is that even though the American economy is improving, personal income levels and job security are declining. "The brutal reality," Yankelovich noted, "is that in today's global economy, employers can grow and be profitable by restructuring their operations so as to be less dependent on full-time, full-benefit employees."

For the purpose of our conference agenda, the responsibilities of higher education to society boil down to two great tasks: improving the quality and productivity of instruction, and becoming more engaged as "part of the solution" in addressing America's many problems.

Trend number two is a breakdown in the shared norms that hold our society together. Four out of five Americans, he reported, believe the nation's social morality is in a state of decline and decay. While Americans have traditionally described a good community in terms of such things as "being friendly with your neighbors," today such concerns are secondary to personal safety and freedom from crime.

Trend number three is a growing disconnection between America's "elites" — the thin layer of experts, professionals, and leaders — and the rest of the public. Economists pronounce that the economy is good, Yankelovich warned, while ordinary folks feel it just isn't so for them. It's almost as if average Americans were living in one world and the elites in another. "In my judgment," Yankelovich writes, "the gap today between elites and average citizens is as great (though different in character) as the one that divided the French people from the aristocracy in Marie Antoinette's prerevolutionary France."

These seismic shifts are already having an impact on higher education in multiple ways.

Take trend one. As economic insecurities have mounted, more and more people are coming to feel that a college degree is an ever more indispensable ticket to the good life. Add to this the tidal wave of enrollments coming from the "baby echo," and we are looking at a huge surge in demand for access to higher education.

But, at the same time, the ability of Americans to afford college and state and federal governments to underwrite the costs of attendance is eroding.

Or take trend number two. Look at what public fears about crime and violence are already doing to local revenue bases. In California, the state budget for corrections has now outstripped the combined budgets of the state's two 4-year systems — the University of California and the California State University. The average yearly salary of a California prison guard with a high school diploma and six years on the job is $45,000; the starting salary of a tenured CSU associate professor with a Ph.D. is $41,184.

Trend three — that the elites are becoming a class apart, insulated from the problems of average people — is clearly lurking in the background of a number of new issues now coming to the fore in higher education — for example, rising public resentment of academic privileges such as tenure and the lengthy vacations built into the academic calendar.

HIGHER EDUCATION'S TWO TASKS

As I had anticipated, the Yankelovich address set off a wide-ranging and sobering discussion about America's future and higher education's role in it. Diana Natalicio, president of the University of Texas at El Paso and chair of the AAHE Board, started things off with moving comments about privilege and responsibility: What a privilege it is to be part of institutions of higher learning, she mused . . . what enormous responsibilities we have, particularly now, to the larger society.

From that moment forward, discussion has focused on how, through the planning process and program agenda for the 1996 National Conference, we can marshall ideas and practices that exemplify how higher education can respond more effectively to America's urgent needs.

The Board confirmed that for the purpose of our conference agenda, the responsibilities of higher education to society boil down to two great tasks: **improving the quality and productivity of instruction,** and **becoming more engaged as "part of the solution"** in addressing America's many problems. The challenge is to decide how best to approach those tasks as we put together the 1996 program.

On Crossing Boundaries

by Diana Natalicio

Chair, AAHE Board of Directors, and
President, University of Texas at El Paso

Nearly twenty-five years of living and working on the U.S.-Mexico border have given me a fascination for boundaries and how they affect our thinking and behavior. The two million people who live in the binational metropolitan area of El Paso-Ciudad Juarez, far from their respective national capitals of Washington, D.C., and Mexico City, have learned that the Rio Grande — the political boundary between their two countries — both divides them and draws them together. Those of us who live on this border learn to cross it frequently and comfortably . . . like the director of the El Paso City-County Health Department, who sends his vector-control trucks into Juarez because mosquitoes do not need passports to cross the international boundary.

The U.S.-Mexico border is highly visible . . . on maps, in fences, and at border crossing checkpoints. Its visibility is at once a reinforcement of the limits it sets and an invitation to explore "the other side." I have come to understand that there are many other boundaries in my life and in the life of the University of Texas at El Paso, and although most of these boundaries are far less obvious than the geopolitical border, they present the same intriguing combination of impediment and opportunity. Identifying these boundaries and developing strategies to cross them has long been my passion.

I hope that the "Crossing Boundaries" theme of the 1996 AAHE National Conference will provoke our collective thinking about the boundaries, both real and imagined, that deeply affect what we in the higher education community think and do; help us to recognize them and the constraints and opportunities they present to us; and enable us to explore and celebrate successful efforts to cross them.

Higher education has been privileged to play a pivotal role in the human, social, and economic development of this nation. The very traditions upon which our success has rested may now be the source of both our greatest strength and our most dysfunctional weakness. Rethinking all that we do . . . redefining higher education . . . finding new pathways . . . crossing boundaries . . . these are our challenges if we hope to continue to play a major societal role. At least that's what life on this border has taught me. ■

The first task — the quality and productivity of instruction — has, of course, been a core agenda of AAHE's National Conference for years. With themes such as "Taking Teaching Seriously," "Today's Choices . . . Tomorrow's Faculty," and "Difficult Dialogues: Achieving the Promise in Diversity" we've explored many of its different dimensions.

We need to venture beyond the familiar boundaries of who we are, how we define our professional lives, and the familiar arenas in which we work.

Looking at the current state of our national conversation, what's *most* promising, we feel, is that the accent is now on *learning*: faculty, ever more deeply engaged in improving and evaluating their teaching, are telling us that they want to understand more about student learning, . . . creative administrators, such as Bruce Johnstone and Alan Guskin, are arguing that significant gains in real productivity will come from looking at our enterprise from a "learning" perspective, . . . scholars of management talk of the "learning organization," . . . and on it goes.

So, in putting together the 1996 program, we propose to take up our core concerns about instructional quality and productivity from the vantage point of learning strategies.

The second great task — to be more fully engaged in addressing the problems of the larger society — is a challenge that AAHE first put on the marquee in 1992 with our theme "Reclaiming the Public Trust." Highlighted by Derek Bok's keynote address, that conference put forth *the case* for being responsive. Then last year, with our theme "The Engaged Campus," we began looking into ideas and practices that represented first steps toward deeper engagement: ideas such as "the public intellectual" and practices such as service-learning.

So, we have been asking, where do we go from here? How, given what we've learned, should we frame the problems? What approaches would release the most creative energy?

FIVE SIGNPOSTS

Discussions continue . . . we've by no means figured this all out. But we think that following the five signposts below can take us all, together, on a promising journey.

First, higher education's role in America's renewal to this point has been framed largely in terms of our contributions to economic development. The challenge has been cast as one of competitiveness; the responses called for, largely those of applying faculty technical expertise, especially that of our business and engineering schools. But clearly, America's challenge and our challenge — as Yankelovich's three trends suggest — is larger than this. The solutions must encompass the kind of issues that Robert Putnam describes: the collapse of civic life, the workings of America's democracy.

Second, to understand what's happening to our civic life, we need to view the world through a wide-angle lens and look at, among other things, the role and influence of the media. We began this last year with the marvelous conference presentation (subsequently published in the May/June 1995 *Change*) by NYU professor Jay Rosen on "public journalism." For 1996, we've enlisted the help of Félix Gutiérrez, vice president of the Freedom Forum, to help us delve even more deeply into these issues.

Third, in turning the corner and thinking about higher education's contributions to America's social renewal, it's helpful to think locally. Often when we think about public life, "public" is taken to mean that which is national in scope, impact, or character. But a vast territory of social life lies between national culture and individual meaning and existence. And, as James Hunter argues in *Before the Shooting Begins*, the key to a more satisfactory discourse is often to redefine "the public" in very local, concrete terms — and then go about the hard task of trying to understand and resolve our differences.

Fourth, none of the most serious and urgent problems within our local communities is merely technical in character. Most such problems don't lend themselves to being "fixed" by specialists and experts. Thus, as Ron Heifetz brilliantly argues in his book *Leadership Without Easy Answers*, leadership to address such problems involves "adaptive work." The first task of these leaders is to clarify the competing values that are really at stake, and reframe perceptions of what the problem really is. When President Clinton and Vice President Gore went to Portland to listen to the competing views of environmentalists and loggers about the Endangered Species Act, they were engaging in adaptive work. Heifetz's thesis has profound implications for the way we need to think about our roles — especially the faculty role — in community renewal.

Last, as Mary Walshok points out in *Knowledge Without Boundaries*, there are many kinds of community needs, many different ways that campuses can respond to those needs, and quite a few exemplary programs already under way that we can all learn from. But being responsive, in almost every case, requires higher education to rethink what we mean by "knowledge" and to open ourselves to new kinds and sources of knowledge — including knowledge derived from action and experience.

CROSSING BOUNDARIES

So — we began asking ourselves — is there an underlying theme, a leitmotif, that runs through the ways we need to respond to the challenge of productive learning and the challenge of community renewal?

Indeed there is.

For starters, both tasks require a lot from *everyone* — faculty, administrators, students, external stakeholders. And in each case, what is required is that we all become less self-referential, and look to the larger external needs that we must all serve. We need to venture beyond the familiar boundaries of who we are, how we define our professional lives, and the familiar arenas in which we work. . . . As Board Chair Natalicio says, what we're talking about is "crossing boundaries."

And so, we invite you to join AAHE in constructing a program around the theme of "Crossing Boundaries" into the promised land of more productive learning and community renewal. Some of these boundaries are visible and obvious — those at the edge of what our particular discipline or field defines as "the canon" of valued scholarship, for example. Some are more subtle — such as the boundaries we have internalized about what "our kind of people" or "our kind of institution" can be and should do.

In the Call for Proposals that follows, we suggest what sort of overall program and sessions we think the theme "Crossing Boundaries" might yield. We leave it to you, through your proposal submissions and comments, to refine and sharpen them as you see fit. ■

To Get You Started Thinking . . .

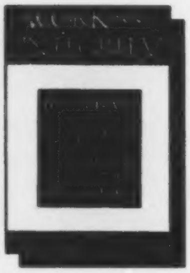
Interested in thinking further about the campus role in American civic life? Try these:

Before the Shooting Begins: Searching for Democracy in America's Culture War
by James Davison Hunter, professor of sociology at the University of Virginia (Free Press, 1994)

Hunter uses the issue of abortion to analyze the roles that interest groups, the press, the schools, and others play in forging civil discourse.

Coming to Public Judgment: Making Democracy Work in a Complex World
by Daniel Yankelovich, president and cofounder of Public Agenda (Syracuse University Press, 1991)

A wonderful analysis of the experts/public gap and how to bridge it, including a critique of objectivist epistemologies in academe.



Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States
by Thomas Bender, University Professor of the Humanities at New York University (Johns Hopkins University Press, 1993)

Explores the nature and interaction of the intellectual cultures within academe and in the public sphere.

Knowledge Without Boundaries: What America's Research Universities Can Do for the Economy, the Workplace, and the Community
by Mary Lindenstein Walshok, associate vice chancellor for extended studies and public service at the University of California-San Diego (Jossey-Bass, 1995)

Offers useful classifications and frameworks for thinking about the university role, as well as descriptions of exemplary programs.

Leadership Without Easy Answers
by Ronald A. Heifetz, director of the Leadership Education Project at Harvard's Kennedy School of Government (Belknap/Harvard University Press, 1994)

Discusses his thesis that in an era when solving problems entails reconciling conflicting values, leadership becomes a task of mobilization for adaptive work.

Making Democracy Work: Civic Traditions in Modern Italy
by Robert D. Putnam, director of Harvard's program of international affairs (Princeton University Press, 1993)

Presents a compelling case for the importance of civic community to modern democracy.

Work and Integrity
by William M. Sullivan, professor of philosophy and sociology at LaSalle University (HarperCollins, 1995)

A coauthor of *Habits of the Heart* and *The Good Society* puts his mind to the crisis and promise of professionalism in America.

BEST COPY AVAILABLE

1996 National Conference on Higher Education
March 17-20, Chicago

"Crossing Boundaries: Pathways to Productive Learning and Community Renewal"

CALL FOR PROPOSALS

AAHE welcomes your proposals for organizing and/or presenting general and/or poster sessions on the 1996 National Conference theme "Crossing Boundaries" or on other topics and issues you deem important to the future of higher education.

SESSION TRACKS

In submitting a session proposal, you may find it useful to have a sense of the way the conference theme might translate into tracks, or clusters of sessions, in the final program. To this end, a version is offered below of eight such tracks, plus illustrative questions that might make for provocative sessions within those tracks. But please understand, these tracks are suggestive only; your own and the other proposals submitted will undoubtedly lead to new and better clusters as the conference planning process proceeds.

I. Seismic Shifts & the Policy Environment

More than in past years, the need exists to reconstruct our understanding of how societal changes are affecting our institutions and professional lives . . . and thus AAHE welcomes proposals based on questions such as these:

- What does the impact of technology and globalization on the workplace imply for the kind of knowledge and skills America will need over the next ten to twenty years? How can higher education shape that impact?

- Our community life shows evidence of fragmentation and breakdown, but there are also signs of renewal. What are the most promising forms of emerging new community? Is there a role for higher education in encouraging them?

- What assumptions should we be making about our revenue sources (tuition, state funds, federal funds) over the next five to ten years? What are their implications for our capacity to move in new directions toward productive learning and community renewal?

II. . . . and the Tasks Before Us

- Does the shift in perspective from "improving teaching" to "enhancing learning" really move us in new directions toward advancing the quality and productivity of higher education? What are some of these directions?

- Is the quality of civic life in the communities surrounding our campuses an agenda that campuses might actually study, measure, and attempt to address? What are some examples of promising initiatives already under way?

- Many of our social problems seem to require not technical fixes but what Ronald Heifetz calls "adaptive work" . . . that is, helping people clarify conflicting values that affect understanding of what the problem is in the first place. What implications exist for the roles faculty with disciplinary expertise can play in community renewal? What implications for the kind of leadership that campus administrators might provide?

- Most campuses that have seriously tried to mobilize faculty involvement in community renewal have established "brokering offices" of some sort. What have we learned from such experiences about how to go about the task?

III. Boundaries of Mission and Accountability

- While we have developed visions ("the urban university," "the new American college," etc.) of service-oriented missions, we have been much slower to change our internal structures and policies in ways that convert the visions into practice. Are there creative examples of real progress in putting such visions into practice?

- Most accountability and rating systems — from state and federal reporting requirements to consumer guides to accreditation processes — reward institutions for accumulating resources rather than for actual performance. What new mechanisms of accountability could recognize and reward campuses for their contributions to productive learning and community renewal?

- Faculty devote much effort to meeting quantitative standards for research output, yet many thoughtful people regard counting and weighting publications to be an intellectually bankrupt standard. Are there sensible alternatives? What would it take to adopt them?

- What are the next boundaries to cross in the effort to provide a more effective system of K-16 learning? What changes, for example, should we be considering in our admissions standards and policies to reinforce the movement in K-12 to high standards and mastery learning?

IV. Boundaries of Difference

Recognition and respect for difference are essential. We no longer live in, nor want, a monolithic society. Yet our democracy also requires that we move beyond the boundaries of race, ethnicity, gender, and other differences to find and achieve the common good. How to respect diversity *and* realize the vision of a democratic community is one of our most pressing dilemmas.

- The media has become a powerful influence in our culture, and in many ways is a source of fragmentation and polarization rather than integration and understanding. What constructive initiatives might higher education undertake to turn things around?

- Lately affirmative action has become a divisive, national political issue. What choices remain open for those of us who are committed to the imperative of accelerating minority access and achievement? What should our strategy be?

- Amidst all the contentious debate over speech codes, curricular content, and so on, has anyone figured out ways to measure the state of community life on campus and to develop real evidence of the contributions campuses make to things such as students' respect for difference and commitment to core democratic values?

- Traditional conceptions of liberal learning often ask students to abandon their particular identities and loyalties as they became cosmopolitan members of the larger society. Are there examples of curricula that seek to honor both the particular communities/cultures we each come from *and* the general culture we all should share?

V. Boundaries of Position and Internal Organization

- Some campuses have been challenging the traditional internal division of activities into "student affairs" and "academic affairs." Where are the best examples of cost-effective integration of the two functions?

- More and more, campuses are searching for alternatives to departments organized around disciplines and professional fields, while hoping to retain the important benefits such disciplinary collectives bring. Where are the successful examples of reinvention of academic organization at this "village" level?

- As outcomes and methods of teaching change, the role of *teacher* is shifting from that of provider of knowledge to that of designer, coach, and assessor of tasks students perform individually and collaboratively. What are the most successful strategies for enabling large numbers of faculty to move into this new facilitator role?

- To respond effectively to public expectations about the missions of our colleges and universities requires administrators and faculty to find new ways to work together. What new forms of com-

OTHER WAYS TO

Service-Learning Action Officers Forum
In January 1995, in partnership with Campus Compact, AAHE hosted the Colloquium on National and Community Service. More than 400 campus "action officers" representing 350 campuses participated in the colloquium. As a follow-up, AAHE and Campus Compact are organizing a forum for service-learning action officers and others interested in service-learning to be held in conjunction with the 1996 National Conference.

For more information, call Monica Manes, conference coordinator, at 202/293-6440 x18.

Teaching, Learning, and Technology Roundtable
Launched in July 1993, the TLTR program seeks to improve the quality and accessibility of higher education through the selective use of information technology and information resources in teaching and learning — while controlling costs. This national program encourages, guides, and assists individual campuses to develop their own campuswide planning and support Roundtables to serve the learning needs/preferences of a wide range of students and the teaching capabilities/preferences of a wide range of faculty.

The National Conference will offer numerous general sessions and workshops dedicated to technology. In addition, the National Conference will include a special preconference TLTR program: a "Start-Up Seminar" for institutions interested in developing their own local Roundtable, and an "Advanced Seminar" dedicated in part to the important role CAOs play in the Roundtable process.

Special TLTR invitations to CAOs and current munication and shared governance hold the most promise?

VI. Boundaries of Professionalism

- The ideas we hold about the nature of knowledge and what kinds of scholarly investigations are most worthy of our attention are the deepest source and creator of boundaries in academic life. For teaching or professional outreach to be considered legitimate forms of scholarly work, faculty will have to develop a new respect for the kinds and forms of knowledge and knowing that go by such labels as "practical," "narrative," "situated," "experience-based." What are the prospects for this happening?
- There's a conversation under way about the need for archetypes or ideals for scholarly life beyond that of the research scientist . . . one of these new ideals being that of the "public intellectual." What are its strengths, limitations, and prospects?

GET INVOLVED

Roundtable members will be mailed early in 1996, or contact Ellen Shortill, project coordinator, AAHE Technology Projects, at SHORTILL@CLARK.NET or 202/293-6440 x38.

Exhibit Program
Higher education institutions and other nonprofits are invited to join commercial exhibitors in the National Conference's exhibit program. Contact AAHE to reserve a booth in which to display information about your programs, centers, services, and publications.

For more information about the National Conference exhibit program, contact Mary Joyce, marketing manager, at 202/293-6440 x14.

Caucuses and Action Communities
AAHE members can get involved by participating in the work of one or more of AAHE's member networks. For the National Conference, AAHE's caucuses and action communities develop workshops, sessions, and other professional networking opportunities.

AAHE's Caucuses: American Indian/Alaska Native, Asian and Pacific, Black, Hispanic, and Women's. *AAHE's Action Communities:* The Research Forum, The Community College Network, Classroom Research, Collaborative Learning, and Faculty Governance.

For more information about joining any of these member networks or about their conference activities, contact Monica Manes, membership relations/conference coordinator, at 202/293-6440 x18.

- Logically, the place to begin expanding the boundaries of professionalism is graduate education, particularly the reigning conception of what is required for the award of a Ph.D. Assuming, for the sake of argument, that a broader conception of the Ph.D. is desirable, what are the most productive pathways toward that end? To what extent do the pathways vary by discipline?
- Many of the tasks of broader scholarly work, such as writing for audiences beyond one's peers, falter on the criteria and peer-review process we have in place for promotion and tenure. Where are our most promising examples of departments that have developed ways to evaluate as scholarly work faculty contributions to student learning? Faculty contributions to community renewal?
- Tenure is surfacing as a major topic for discussion and debate. AAHE recently has mounted an initiative to reframe that debate and encourage a reexamination of new pathways for faculty careers. For the professoriate of the 21st century, what kinds of career pathways do we need? How can we give legitimacy and status to pathways that depart from the traditional course?

VII. Curricular Boundaries

- In efforts to both reduce costs and enhance the quality of undergraduate education, some campuses have abandoned the distribution model of general education . . . and by doing so have "recaptured" a substantial amount of faculty time that can be directed at new priorities. Is this a strategy that many more campuses should pursue?
- Disciplines both include and exclude, and thoughtful members of some disciplines (e.g., literature) are advocating a return to more inclusive and invitational conceptions of what disciplines should be and do. What are the merits of this position? How can this idea best be surfaced for serious discussion?
- Innovative programs in medicine, business, and engineering have been developed around conceptions of "problem-" and "project-based" learning. What are the merits and prospects for problem-based and project-based learning in the arts and sciences?
- What are the most effective ways that institutions have found to support interdisciplinary work?

VIII. Boundaries and the Uncertain Impact of Information Technologies

Information technologies represent the most dynamic new force in our lives — a force that can cut both ways. Technology can erect new boundaries between the "haves" and "have nots" and deliver ever more shallow versions of access to higher learning. Alternatively, information technologies can overcome boundaries of income, access, time, and place to provide exciting, substantive, and interactive forms of higher learning. How can we move toward the more promising of the two possibilities?

- Governors and other state leaders, caught between new demands for access and diminishing resources, are casting about for new, technology-based models to deliver higher education. But do these models really enable us to enhance learning and lower costs? How should we think about measuring the return on our information technology "investments"?
- Many campuses, especially those serving commuting adult and part-time students, are increasingly looking to new combinations of computer technology and collaborative learning pedagogies as ways to both productive learning and community renewal. What particular combinations seem to be most successful?
- How can campuses most effectively organize their efforts to improve learning through the use of information technology and resources? Who should be at the policy-making table? What kinds of issues should these campuswide groups be taking on?

PROPOSAL GUIDELINES

AAHE welcomes your proposals for organizing and/or presenting general and/or poster sessions *on this year's theme* or *on other topics and issues* important to higher education.

Also encouraged are letters about the kinds of sessions you, as a potential *attendee*, would like to see on the program.

Session format.

- A *general session* is typically one to three presenters addressing a topic through a combination of lecture and discussion lasting 50 to 75 minutes.
- For a *poster session*, presenters assemble visual displays that describe the results of innovative programs, new research, methods of practice, or successful solutions to problems faced by campuses, and they provide attendees with handouts containing more detailed information, if needed. Presenters give short talks (5-10 minutes) about their topics, then take audience questions and comments. Poster presentations repeat periodically throughout the time band and are staged in the Exhibit Hall.

Proposal letter. To have your proposal considered, you must submit both a Proposal Letter *and* a completed Proposal Submission Form. Your general/poster session Proposal Letter must include the following:

1. A description of the problem or issue you will address.
2. The audience you intend to reach, and the significance of your topic for that audience.
3. How you intend to use new information technologies or resources (if appropriate) to enhance the quality of your communication with the audience — both at the conference itself and, perhaps, beyond.
4. The qualifications of *all* presenters, and the role they will play in the session (moderator, presenter, discussant, etc.).
5. How your session would manifest gender, cultural, racial diversity and/or student involvement.
6. The format of your session, including your plans for involving the audience in active learning. In particular, AAHE encourages sessions that will actively engage attendees by: (a) helping them make meaningful connections with one another and encouraging teamwork and collaboration; (b) offering them useful information, skills, insights, resources, and connections they wouldn't get elsewhere; and (c) providing them with at least one practical model, guideline, technique, or tool they can adapt and apply.
7. A one-paragraph abstract of your session (subject to editing by AAHE), which will be printed in the final conference program book if your proposal is accepted.

Proposal submission form. To have your proposal considered, you must submit both a Proposal Letter *and* a completed Proposal Submission Form. This issue of the *Bulletin* contains the form. (Photocopies of the form are acceptable.)

Mail/fax. Send your Proposal Letter (3 pages max.), accompanied by a completed Proposal Submission Form, to:

NCHE Conference Proposals
c/o Louis S. Albert, Vice President
AAHE
One Dupont Circle, Suite 360
Washington, DC 20036-1110
fax: 202/293-0073

Deadline. All proposals must be received by AAHE on or before *October 20, 1995*. All proposals will be acknowledged via U.S. mail by November 15, 1995. You will be notified in December about the status of your proposal.

Fees. If your proposal is accepted, you should plan to attend the conference as a *paying registrant*. If you invite others to participate in your presentation (as moderator, panelists, presenters, respondents, etc.), please notify them of the registration requirement and fees. Registration forms will be mailed to all presenters of record in January 1996.

1996 National Conference fees.

		AAHE Members:	Nonmembers:
Regular:		$255	$345
Discounts:	F/T Faculty	$205	$295
	Retired	$145	$195
	Student	$115	$165

AAHE's 1996 National Conference on Higher Education Proposal Submission Form

Please print or type. Include ALL information as requested to facilitate consideration of your proposal. Mail or fax this completed Proposa Submission Form along with your Proposal Letter to: **NCHE Conference Proposals, c/o Louis S. Albert, Vice President, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax: 202/293-0073.** Proposals must be received by AAHE on or before **October 20, 1995.** Letter submitted without a completed form, or forms submitted without a letter will NOT be considered.

1. Session Title (subject to editing):

2. Proposed Session Format:

☐ **General Session** — Typically one to three presenters addressing a topic through a combination of lecture and discussion lasting 50-75 minutes.

☐ **Poster Session** — Presenters in these sessions assemble visual displays that describe their projects, prepare handouts containing more detailed information, and give short talks (5-10 minutes) about the projects. These interactive sessions will take place in the Exhibit Hall and will be scheduled to repeat during a time band lasting approximately 2 hours.

3. Proposed Audience:

☐ General
☐ Faculty
☐ Administrators
☐ Particular Group(s):

4. Primary Presenter (contact person):

Name
Title
Institution
Address
City State Zip
( )
Daytime Phone
( )
Fax
E-mail *(indicate Internet or other)*

Other Presenters (no more than 3, including any Moderator):

(1)
Name
Title
Institution
Address
City State Zip
( )
Daytime Phone
( )
Fax
E-mail *(indicate Internet or other)*

(2)
Name
Title
Institution
Address
City State Zip
( )
Daytime Phone
( )
Fax
E-mail *(indicate Internet or other)*

(3)
Name
Title
Institution
Address
City State Zip
( )
Daytime Phone
( )
Fax
E-mail *(indicate Internet or other)*

5. Audiovisual Equipment Needed:

If you will be using a computer, we prefer that you provide your own; however, specify below what type/model you will be providing (e.g. IBM or Mac, etc.) and what additional equipment you will need (e.g. LCD panel). If you are requesting that AAHE provide a computer, please be specific about hardware *and* software.

6. Proposal Letter:

Attach your Proposal Letter (3 pages max.) as described in the "Proposal Guidelines" in the Call for Proposals.

7. Presenter Release:

Upon acceptance of this proposal, AAHE is hereby authorized to record and/or publish any material presented during this session at the 1996 National Conference on Higher Education. I/we also authorize AAHE to record, reproduce, and distribute audiocassettes of this presentation, and I/we waive any rights to fees or royalties associated with the printed or recorded reproduction and distribution of these materials.

Signature of primary presenter, on behalf of all presenters

Date

For your proposal to be considered, you must submit a Proposal Letter and a completed Proposal Submission Form!

Deadline: October 20, 1995

AAHE NEWS

Staff phone extensions in parentheses.

The Education Trust
Forum on Faculty Roles & Rewards

Two Upcoming Conferences

AAHE will hold its **6th National Conference on School/College Collaboration** *October 26-29* in Washington, DC. The conference theme will be "Accelerating Reform in Tough Times: Focus on Student Learning K-16."

Cortines

Ramaley

Wilkins

Deavere Smith

Thursday, AAHE's Education Trust will be presenting its First Annual Award for Educational Leadership to **Ramon Cortines** and **Judith Ramaley.**

In other conference highlights: **Roger Wilkins** will discuss the long-term ramifications of the University of California Regents' decision in "Affirmative Action: Where Do We Go From Here?"

In a special conference performance, **Anna Deavere Smith** will explore issues of race and community, combining the journalistic technique of interview with the art of interpreting the words of her subjects through her performance.

Plenary speakers **Warren Simmons** and **Jeannie Oakes** will discuss "High Standards, Challenging Curriculum: An Urgent Imperative for All of Our Young People." **Lauren Resnick** will share her perspective on standards as a useful lever in the drive to improve student learning. **Antoine Garibaldi** and **Humphrey Tonkin** will discuss the why and how of standards- or performance-based reform on their campuses.

All AAHE members should receive a conference preliminary program by September 15. If you have not received a copy by that date, call or fax AAHE to be sent one. For more information, contact Carol Stoel (x34), conference director, or Wanda Robinson (x15), project coordinator, The Education Trust, at AAHE.

Important Dates

AAHE Board of Directors Meeting. Washington, DC. *September 21-22.*

6th National Conference on School/College Collaboration. Washington, DC. *October 26-29.*
- **Team Registration Deadline.** *September 30.*
- **Discount Hotel Rate Deadline.** *October 4.*
- **Early Registration Deadline.** Registration increases $20. *October 7.*
- **Registration Refund Deadline.** Requests must be made in writing and postmarked/faxed by the deadline. *October 7.*

4th Annual Conference on Faculty Roles & Rewards. Atlanta, GA. *January 18-21.*
- **Proposal Deadline.** See June '95 *Bulletin* insert for details. *September 15.*

National Service-Learning Symposium. Chicago, IL. *March 16-18.*

1996 National Conference on Higher Education. Chicago, IL. *March 17-20.*
- **Proposal Deadline.** *October 20, 1995.*

1996 AAHE Conference on Assessment & Quality. Washington, DC. *June 8-12.*

AAHE's **4th Conference on Faculty Roles & Rewards** is scheduled for *January 18-21, 1996*, in Atlanta, GA. Session proposals are being accepted until *September 15;* registration materials will be forthcoming. For more information, contact Pam Bender (x56), program coordinator, AAHE Forum on Faculty Roles & Rewards, at AAHE or see the Forum's Call for Proposals in the June 1995 *Bulletin.*

Teleconference

Students With Disabilities

This fall, AAHE is cosponsoring a teleconference by the National Association of Student Personnel Administrators (NASPA) entitled "Educating Students With Disabilities: A Shared Responsibility." The conference will be broadcast live via satellite from Washington, DC, on Wednesday, *October 25*, at 1:30-3:30 PM, ET.

Registration for NASPA institutional members is $495 (including taping rights). Nonmembers may register for $650. After September 29, an additional $100 fee will be charged. For more information, contact NASPA, 1875 Connecticut Avenue, NW, Suite 418, Washington, DC 20009-5728; ph 202/265-7500, fax 202/797-1157, office@naspa.org.

Membership

Dues Increases

At its spring meeting, the AAHE Board of Directors voted to increase membership fees slightly this year. For a regular membership, fees rose to $85 for 1 year, $165 for 2 years, and $245 for

3 years — an increase of $5/year. The special 1-year membership fee for students and retirees remained the same, $45.

In a separate action, the AAHE Black Caucus has increased its dues to $25 per year.

Board of Directors

Election Results

AAHE is pleased to announce the results of the 1995 Board of Directors election. Each new member serves a four-year term, which began on July 1.

Leitzel

Girgus

Garibaldi

Ehrlich

Joan R. Leitzel is AAHE's new vice chair. Leitzel is senior vice chancellor for academic affairs and professor of mathematics at the University of Nebraska-Lincoln. On AAHE's Board, she will serve successive one-year terms as vice chair, chair-elect, chair (1997-1998), and past chair.

Joan S. Girgus, professor of psychology and director of the Pew Science Program in Undergraduate Education, The Pew Charitable Trusts, filled Board Position #2. **Antoine M. Garibaldi,** vice president for academic affairs and professor of education at Xavier University of Louisiana, won Board Position #3. In addition, **Thomas Ehrlich,** of California State University, has joined the Board by appointment.

AAHE Technology Projects

WWW Link

AAHE's Technology Projects has joined the World Wide Web! Two of its most popular projects have home pages, allowing you to access information any time. Learn more about:

- Teaching, Learning, and Technology Roundtable program at HTTP://www.ido.gmu.edu/aahe/welcome.html
- EASI (Equal Access to Software and Information) at HTTP://www.rit.edu/~easi/aahe.html

AAHE Technology Projects

Summer TLTR Wrap-Up

AAHE's Teaching, Learning, and Technology Roundtable program hosted its first Roundtable workshop and seminar in Phoenix, AZ, July 14-18. More than 250 people from more than 65 institutions attended, with the aim of advancing their efforts to improve teaching and learning through more effective use of information resources and technology. (For more about forming your own TLT Roundtable, see *Change*, March/April 1995.)

The Start-Up Workshop and Summit Seminar provided opportunities for teams from similar institutions to work together on developing and advancing institutional goals. Teams included faculty members, presidents, provosts, faculty development professionals, librarians, and computing professionals. Some materials from the workshop and seminar will be available via the AAHE TLTR World Wide Web Home Page:
HTTP://www.ido.gmu.edu/aahe/welcome.html

The Summit Seminar helped participants identify intermediate goals, produce outline/drafts of working papers, and focus on collaborative learning. Some of the topics discussed included groupware; long-term change strategies (introductions to Epiphany and "Composition in Cyberspace" projects); assessment and technology; vendor relations; increasing student-faculty communication through computer conferencing; disabilities and distance education; national faculty and student issues; regional TLTR activities; and reports from several advanced Roundtables.

Plans for future TLTR events

continued on p. 18

LETTERS

Unions on Tenure

I WRITE TO object to your characterization of AAUP's reaction to AAHE's New Pathways project [in "From Tenure to . . . New Pathways," June 1995] as positive and encouraging. I am especially concerned because the tone of the discussion among Russ Edgerton, Richard Chait, Judith Gappa, and Gene Rice printed seems so complacent in its attitude of welcome to a "new" world without tenure. Nowhere in their debriefing on the initial reception of the project was mention made of the objections I raised in the [1995 National Conference] panel at which [the project] was presented in March. The project seems already to be on its own predetermined "pathway," which, I believe, would lead to a further stratification of higher education — maintaining tenure as another supposed perk for powerful professors in elite institutions while leaving "ordinary" professors without its protection of their academic freedom — which includes their right to question specific academic practice as well as abstract ideas. . . .

AAUP is quite willing to participate in a reconsideration of the reward structure in faculty careers, to examine responsible systems of post-tenure review, and to explore accommodations of faculty work to life patterns and to institutional needs, but we will not be passengers on the vehicle described in your colloquy. Tenure is not "on the table" to be bargained away for those who need it most — women, part-time, community college, and junior faculty. We believe that its possibility must be *extended* to such groups!

Mary Burgan, *general secretary, American Association of University Professors*

ON BEHALF OF the National Education Association, I want a retraction of the assertion by [Eugene] Rice that the NEA has been consulted on the New Pathways project, that we have agreed

LETTERS, cont.

that "tenure is on the table," and further, that we are "beginning to recognize that the best defense is to engage in a serious exploration of the issues." This is not NEA's position. . . .

The New Pathways project is starting not from a neutral position on tenure but from stereotypical, negative assumptions. NEA's new publication, *Update*, in its September 1995 issue, will provide data on the numbers of faculty with tenure in higher education using the latest national study by NCES. Our preliminary analysis shows that among full-time faculty in all institutions, only 52 percent are tenured (76.08% of the men who are full-time faculty and 23.92% of the women). If part-time faculty are included, then the percentage of tenured faculty is lower — 35.89 percent of the faculty is tenured. This is hardly the picture portrayed by campus administrators, and the data challenge the underlying assumptions of the project.

It is NEA's hope that as your project moves forward that you examine all *viewpoints* without preconceptions of the tenure issue.

Christine Maitland, *higher education coordinator, National Education Association*

AAHE SAYS IT wants to open a fresh, unbiased, and inclusive dialogue about tenure and faculty careers, but the tone of the article describing the [New Pathways] project would surely get a "no confidence" vote from AFT faculty.

Eugene Rice opens with the proposition that "all three major faculty organizations . . . understand that tenure is on the table and are beginning to recognize that the best defense is to engage in a serious exploration of the issues. This is a different climate than we've had in the past." That's just not true. In the traditional parlance of negotiations, we are certainly *not* willing to "put tenure on the table" — that is, to negotiate it away. . . .

AFT is deeply interested in developing rewarding career paths for tomorrow's faculty, and we're working with our membership and our colleagues, including AAHE, to achieve that aim. But the initial rhetoric surrounding AAHE's tenure project is not promising.

Lawrence N. Gold, *director, Higher Education Department, American Federation of Teachers*

• • •

Eugene Rice, director of AAHE's Forum on Faculty Roles & Rewards and of the New Pathways project, responds —

When critical issues related to one's work and career are addressed, words take on special meaning. When I spoke in the interview of tenure being "on the table," I was thinking of the open dialogue — the discussion — the New Pathways project is intended to facilitate. I was not referring to tenure being "on the table" in any negotiative sense, much less in a collective bargaining context. Obviously, it was a poor choice of words. I regret the misunderstanding conveyed.

The intent of the New Pathways project is to place consideration of this volatile issue in a broader context and carefully examine the kinds of faculty careers we want for the American professoriate in a new century. Given the enormity of the changes we face in our society, our institutions, and the makeup of the faculty, it is imperative that we take on this challenge.

Particularly important is the involvement of the faculty and the national faculty organizations in this discussion. Proposals for sessions for 1996 AAHE Conference on Faculty Roles & Rewards (January 18-21, Atlanta) are heartily welcomed. Faculty are especially invited to actively participate in this conference, where the tenure issue, which is a matter of widespread public concern and misunderstanding, will be one of the topics explored.

Through the New Pathways project, we will try to make the discussion of tenure as open and fair as possible. In this overly contentious time, perhaps we can model how an important controversial issue can be the subject of balanced, thoughtful deliberation. After all, fostering this kind of open dialogue on society's critical issues in one of the primary purposes of tenure. ■

continued from p. 17

— including regional meetings and sessions for AAHE's 1996 National Conference on Higher Education (March 17-20, Chicago) — are moving ahead. For more information about the TLTR program, check out the AAHE Web Page, join the AAHESGIT listserv, and/or contact Ellen Shortill (x38), program coordinator, AAHE Technology Projects, SHORTILL@CLARK.NET.

AAHE Assessment Forum

A&Q Conference Assessment

According to attendees' assessments, the 10th AAHE Conference on Assessment & Quality was a quantitative and qualitative success. A total of 1,518 people attended the conference — held June 11-14 in Boston — including more than 200 presenters. These attendance figures set new records for AAHE's Assessment & Quality event.

In terms of quality, the news was also very positive. Nearly three-quarters (74%) of those attending assessed the experience as "very" or "extremely" useful and helpful. Four out of five (80%) rated conference quality as "good" or "excellent," and 93 percent said that the conference met or exceeded their expectations.

Audiotapes of most sessions are available for purchase. They can be ordered by credit card directly from Mobiltape Company, Inc. by calling toll free 800/369-5718. Copies of order forms for this or other AAHE conferences are available from Mobiltape or from AAHE (x11).

Participants' assessments also provided many ideas for improving next year's Assessment & Quality Conference, June 8-12, 1996, in Washington, DC.

AAHE's Quality Initiatives

CoordNet News

AAHE's Campus Quality Coordinators Network (CoordNet) held its first annual gathering in Boston on June 10th, in conjunction with AAHE's Conference on Assessment & Quality. Fifty-

continued on p. 20

Bulletin Board

by Ted Marchese

Welcome back — hope summer brought some rest — for news of AAHE members (names in **bold**) doing interesting things, plus items of note. Let me know what you're doing . . . this is your column!

PEOPLE: Many heartfelt tributes for Missouri educator (and AAHE Board member) **Charles McClain,** who retired last month as commissioner of Missouri's state coordinating board . . . Charles came to fame through a long presidency of Northeast Missouri State, had to be pleased this summer as Gov. Mel Carnahan ok'd a board-recommended name change for the campus to Truman State U (effective next July) . . . Charles's successor as commissioner to be **Kala Stroup.** . . . Meanwhile, up in Kirksville, Charles's former NEMo colleague **Jack Magruder** was installed as president August 4th . . . his predecessor, **Russ Warren,** now directs the teaching and learning research center at Hardin-Simmons. . . . Like NEMo, an institution that keeps popping up on "rising star" lists is Nashville's Belmont U, a CQI leader, now winner of NACUBO's innovative management achievement award . . . congrats to provost **Jerry Warren** and VP **Susan Hillenmeyer.** . . . There'll be a New Campus (that's its name, so far) in the Tucson area, a four-year public with ambitious curricular goals . . . provost **Celestino Fernández** heads the effort, advised by an eight-person national board that includes **Ernest Boyer, Alexander Astin, Tomás Arciniega,** and **Alan Guskin.**

MORE PEOPLE: Remember that *Bulletin* interview last winter with Hobart's **Richard Hersh** on what the public thinks of liberal education? The AT&T Foundation has just put up $140,000 for deeper study of the topic. . . . Mathematical Sciences Education Board here in town has been a champ for math reform, K-16 . . . St. Olaf's **Lynn Steen** headed the postsecondary unit these past two years, now Harvard's **Daniel Goroff** comes in for a stint. . . . The Ford Foundation began supporting women's studies 25 years ago . . . now comes a terrific report from Ford by Spelman's **Beverly Guy-Sheftall,** "Women's Studies: A Retrospective," tracing trends and resetting the agenda . . . Bev is a former AAHE Board member. . . . As was **Piedad Robertson,** who resigned this summer as Massachusetts secretary of education in Gov. Weld's cabinet to take the presidency of Santa Monica College in California. . . . Sad to report, John Carroll president Fr. **Mike Lavelle** passed away in the spring . . . a memorial booklet evokes Mike's faith, toughness, and heart, notes that he was the kind of priest Spencer Tracy and Pat O'Brien played in 1940s movies.

McCormick

Massey

Zinser

Perez

NEW PRESIDENTS: It's encouraging to see many younger AAHE members now moving into presidencies . . . best wishes to **Richard McCormick** (U of Washington), **Walter Massey** (Morehouse), **Elisabeth Zinser** (Kentucky-Lexington), **Antonio Perez** (Borough of Manhattan CC), **Dave Frohnmayer** (Oregon), **Faith Gabelnick** (Pacific U), **Joe Lee** (Tougaloo), **Bruce Grube** (St. Cloud), **William Sederburg** (Ferris St.), **Robert Preston** (Belmont Abbey), **Betty Youngblood** (Western Oregon St.), **Charles Taylor** (St. Philip's), **David House** (St. Joseph's, ME), **Bruce Perryman** (Northeastern JC), **James Doppke** (College of St. Francis), **Marie Rosenwasser** (Cañada), **Richard Santagati** (Merrimack), and **Mary Ellen Jukoski** (Mitchell). . . . I'm not sure whether this next item will give these new presidents pause or heart: Association of Governing Boards' **Tom Ingram** has convened a 21-person panel headed by former Virginia governor Gerald Baliles to look into the "troubled academic presidency" . . . answers by next July, so hang in there!

LAST NOTES: June's Assessment & Quality conference in Boston broke attendance records (1,500+ on hand) and was well evaluated overall, a tribute to organizers **Tom Angelo** and **Monica Manning.** . . . The 150 U.S. and Canadian faculty gathered for our Teaching Initiative's "Reflective Practice" confab in Vancouver got a rare treat: good workshops, deep conversation, and not a single speech in the entire four days . . . thanks to organizers **Pat Hutchings** of AAHE and **Rita Silverman** and **Bill Welty** of Pace University. . . . Kudos to my colleague **Steve Gilbert** for his Teaching, Learning & Technology Roundtable seminars in Phoenix this July, in which 65 campuses participated. . . . News tip: the National Academy of Sciences releases its new rankings of graduate departments — its first since 1982 — September 12th. ■

continued from p. 18

five campus coordinators met for a full day to network, share war stories, and develop plans for future collaborative work.

CoordNet members, who must be their campus's lead quality coordinator to be eligible for CoordNet, are electronically connected in a listserv run by AAHE's CQI Project.

The Teaching Initiative

Moving West

Pat Hutchings, director of the AAHE Teaching Initiative, will be spending the 1995-96 academic year on a "reverse sabbatical" at the University of Wyoming, in Laramie. She will continue her ongoing AAHE work from there, but also enjoy a stint as visiting professor, with an office in the Center for Teaching Excellence, working with faculty and departments on issues of teaching and learning, spending time in the classroom, and, in general, getting re-immersed in campus life . . . all of this thanks to generous support and sponsorship from the university.

Hutchings

You can contact Pat at the Center for Teaching Excellence, P.O. Box 3334, University of Wyoming, Laramie, WY 82071; ph 307/766-4825, path@uwyo.edu. Or reach her through the AAHE office by contacting Pam Bender (x56), program coordinator, AAHE Teaching Initiative, aaheti@capcon.net.

AAHE Staff

Comings & Goings

In staff changes over the last few months:

After one and a half years as project assistant for the Education Trust, **Grace Moy** has departed to start her prerequisite studies at Harvard, with the goal of entering medical school; **Wanda Robinson** has stepped in as the Trust's new project coordinator. **Kris Sorchy,** project assistant for the Forum on Faculty Roles & Rewards, has left to begin American University's international relations doctoral program this fall. **Erin Anderson,** Teaching Initiative project assistant for three years, has moved on to greener pastures this fall, as well. In August, **Pam Bender** joined on as program coordinator for both the Teaching Initiative and the Forum on Faculty Roles & Rewards.

Brooke Bonner, executive secretary to AAHE president Russ Edgerton, is now attending Catholic University's master's program in social work. **Andrew Berner,** registration specialist, has left to complete his master's degree in art at Bard College and is moving to Austin, TX. **Wayne Hsu,** who left to complete his MBA at George Washington University, has been replaced by **Mary Adams** as accounting assistant. **Christy Ramsey** joined on as administrative assistant in administration.

And, finally, **Monica Manes** has changed positions, from assistant director of administration to conference coordinator, also replacing **Judy Corcillo** (see last April's "Bulletin Board") as staff liaison to AAHE's caucuses and action communities. ■

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AAHE Bulletin

October/1995 Volume 48/Number 2

"Read My Lips"

The Academic Administrator's Role in the Campus Focus on Teaching

BY JOAN NORTH

Standards-Based Reform

- *An Introduction to the K-12 Standards Movement*
  BY RUTH MITCHELL
- *How That Movement Affects Colleges*
  BY JERRY GRIFFITH

■
1996 CONFERENCE ON ASSESSMENT & QUALITY CALL FOR PROPOSALS

■
AAHE NEWS

■
BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In this issue:

Real change in American education requires looking at "the big picture" — at education as a K-16 continuum, for example. As Jerry Griffith says in his article beginning on page 12, "The K-12 and postsecondary education systems must acknowledge the disjointed character of their relationship with each other and move decisively toward creating an integrated education system."

One way AAHE has supported that integration over the years has been to publish a succession of guides to the school/college partnership movement. Out this month is an expanded and completely updated 1995 edition of that guide, *Linking America's Schools and Colleges: A Guide to Partnerships & National Directory, 2nd ed.* In it you'll find detailed descriptions and contact information for more than 1,100 model collaborations covering all disciplines, regions, sectors, and grade levels, plus contact information only for another 1,000+.

The 500-page volume is being copublished by AAHE and Anker Publishing Company, Inc., of Bolton, MA. ($50/$55 nonmembers, plus shipping.) All orders go to Anker Publishing, c/o Publishers Business Services, PO Box 390, Jaffrey, NH 03452-0390; 603/532-7454. (Quantity discounts available.)

With *Linking, 2nd ed.*, you'll get vital information about successful programs and contacts to aid you in establishing collaborations of your own. — **BP**

3 **"Read My Lips": The Academic Administrator's Role in the Campus Focus on Teaching**/*by Joan DeGuire North*

7 **Front-End Alignment**/an introduction to the standards movement/*by Ruth Mitchell*

To Follow Up . . ./where to send away for everything you ever wanted to know about standards

12 **How Standards-Based K-12 Reforms Affect Higher Education**/*by Francis A. (Jerry) Griffith*

11th AAHE Conference on Assessment & Quality: Call for Proposals

Departments

16 **AAHE News**
19 **Bulletin Board**/*by Ted Marchese*
18 **AAHE Members Return From Zimbabwe**

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

“READ MY LIPS”

The Academic Administrator’s Role in the Campus Focus on Teaching

by Joan DeGuire North

Joan DeGuire North is dean of the College of Professional Studies at the University of Wisconsin-Stevens Point, WI 54481-3897. She also is a POD Network board member.

Picture a spring evening in 1993 around 5:00 PM. I'm working late on remarks for a state meeting the next day. My topic is how I, in particular, and academic administrators, in general, encourage and support teaching excellence. I'm hungry, and I don't think the task will keep me from my lasagna very long.

Staring at the computer keys longer than I expected, though, I come to a realization — since becoming dean, I had not actually done much at all to promote teaching.

Back in the 1970s, I was the founding director of POD, the national professional organization for faculty developers. Back then I was preoccupied with thoughts about teaching improvement and I was a leader in celebrating the teaching of our faculty. So what had happened to me in the last ten years? How had I apparently lost my commitment to teaching as a top priority? Was it just me, or is a similar rejuggling of priorities common to other deans? Do we all espouse the virtues of teaching, saying “Read my lips,” while we actually support research scholarship instead?

The Johari Window diagram *right* illustrates this “read my lips” problem by helping to reveal the spaces between what we see in ourselves and what others see in us. I *say* that I support teaching; we all hear that; *I know* that I really mean what I say, but *others* are skeptical because they fail to see actions that confirm my commitment. And neither they nor I know why there is a gap between what I say and what I do.

Since that spring evening, unveiling and closing the gap between talk and action has become my mission. Based on my own efforts, and on phone interviews I conducted with twenty-five academic administrators during the summer of 1994, I pose these two challenges: We need to give teaching greater visibility, and we need to develop better assessments of teaching quality.

Johari Window

	I KNOW	I DON'T KNOW
THEY KNOW	"I support teaching." I say	My actions don't support my words
THEY DON'T KNOW	I really mean it	What's behind the gap above?

THE VISIBILITY OF TEACHING

The Problem

Teaching is an inherently private act, so private that peers give several days' notice before slipping quietly into the back row for a 20-minute observation . . . so private that many faculty, awash in research to the contrary, insist that students have no business in or expertise for commenting on it . . . so private that faculty members mostly speak about it only with their confidantes or at private faculty-development retreats.

Scholarship, on the other hand, is public, available at any hour, stackable, countable, shiny, visible. Grants are trophies in our reputation rooms, evidence of our intellectual prowess. Even service activities are performed in the presence of peers and are easily counted and evaluated, if one is of a mind to do so.

Meanwhile our campuses have become increasingly addicted to this kind of visibility and external evidence of success. State college campuses especially have gradually modified their missions, from serving local clients and needs to competing in a global marketplace. Our athletic teams (especially at the Division III level), once content to trounce the rival up the road, now face fans who would desert us if we lost national ranking. We once devoted enormous attention to excavating the talents of our local students, and now we spend more time developing the potential of our faculty members, as *they* compete in the international game of who's best.

We all get sucked in. Campuses need good reputations: Their fund raising is dependent upon it, recruiting high-quality faculty and students relies upon it, successful positioning in marketing strategy demands it. We all bask in being well thought of.

New deans get especially caught up in their campus's need for prestige. One of our responsibilities is to nurture and enhance the reputation of our college. Along with my colleagues, I did my best to highlight my college's "mosts and winners and bests," primarily with whatever was numerical, competitive, and national. Our deans meetings begin with recitations of "good news," each dean trying for bigger stories, like old fishermen at a bar. In none of these fish tales do we hear much about classroom teaching.

And that's how it happens that well-meaning, classroom-oriented deans seem to turn away from teaching as their first priority.

Taking Action

So what ought a dean do to place the statue of teaching back on its pedestal?

Focus. One of my first suggestions is to substitute the term "focus on teaching" for the more common term "improvement of teaching." We don't refer to "the improvement of scholarship" or to "excellence in service." *Focusing on* teaching is the issue, because we have turned our attention away and because we want to remind ourselves about our priorities. And if one believes in the Hawthorne effect, the focus itself will stimulate improvements. Because diverting attention to scholarship is so seductive, I would especially note that where a dean visibly spends her time (and her money) sends signals through the building about priorities.

Dean talk. One dean I spoke to suggested that in both public and private, our message should promote teaching. Several deans make sure to include presentations by faculty about teaching in all college meetings. Others make sure that teaching appears prominently in annual reports or in college goals. One vice chancellor evaluates the deans, in part, on their activities to advance teaching.

My own examination of conscience brought to light my practice of writing letters of congratulations to faculty members who had received grants, published a book, attained a national professional office, won an athletic conference title, and so forth. I could only remember writing one letter highlighting excellence in teaching. Now I look for reasons to celebrate all kinds of faculty successes, including classroom triumphs.

Media. Media coverage tells the public what is important to the university. But getting media coverage of teaching is harder than getting women's volleyball on the front page of the sports section. Even getting coverage in our own campus newsletters can be a challenge, because they, too, seem to print only news about scholarship and committee meetings. Several years ago, one professor's attempt to get the newsletter to focus more on teaching read: "Leon Lewis stayed on campus, spent time in the library, and taught all his classes well during the month of February." How difficult would it be to feature teaching in each issue?

Unearthing suitable teaching headlines is no easy task. In my first attempt to focus on teaching, I asked my department heads to report on teaching "good news" at the beginning of our meetings. I have to admit I heard only three reports all year. Our education department chair reportedly offered a six pack of Point Beer for one good teaching success story.

Using resources for teaching. When we add up the investments in the grants office, matching funds, travel monies for presentations, book subsidies, specialized research equipment, research assistants, campus competitive grants, it can tower over more meager investments in teaching. And why does the common practice of "release time" typically apply only to being released from *teaching* to do something "more important"? That few campuses have release time from scholarship or from service subtly and deeply reinforces their minimizing of the teaching function.

When we audited our resources, we noticed that meeting rooms were carpeted and nicely furnished for good discussion, and yet few classrooms were so well appointed; that faculty members lugging VCR carts from storage areas into their classroom frequently lost valuable class time. These problems were easily solved when we began to ask how to demonstrate support for teaching. We also found faculty members who really wanted to talk about their teaching but felt selfish asking someone to listen, so we created a college "Teaching Partners" program, which pairs faculty from different departments to help with each others' classes.

Being part of the conversation. One of the hallmarks for me of a real "teaching campus" is that colleagues discuss teaching all of the time, not just in workshops or personnel committee meetings. Of course, deans can help organize and support that conversation, as I did with our Teaching Partners program. But I also believe that deans should be *participants* in those conversations. Yet, my dean colleagues report steering clear of teaching discussions, heeding the dictum that deans are not welcome to participate in both the formative and summative, in enrichment efforts and personnel decisions.

But I believe that if deans are

not deeply engaged in significant discussions about teaching, their exclusion may handicap them in their personnel role. What we are learning about teaching — and more important, about learning — is shifting and complex and required reading for anyone involved in personnel decisions for faculty members. Not being part of the conversation about teaching is missing an opportunity for important learning.

ASSESSING THE QUALITY OF TEACHING

The Problem

A second circumstance that keeps teaching at the Rodney Dangerfield end of the respect continuum is our inadequate approach to assessing its quality. After all, if we cannot identify quality teaching, how can we make it visible? Even worse, if we cannot distinguish really effective teaching from the merely passable, how do we avoid relying on a system that *can* sift and sort our personnel, namely research.

What is keeping us from developing better, more credible processes for assessing teaching?

First, many of our colleagues appear to view teaching more as an art than a science, lacking ways to judge good-better-best practice. And while I believe that faculty are right to suspect simple formulas for effective teaching, it's a slippery slope from that suspicion to making excuses for the professor whose classes fold before the add/drop period. Held in the extreme, this viewpoint mocks the issue of quality in teaching and renders efforts to improve teaching futile.

Second, the Lake Wobegon effect seems to permeate our assumptions about teaching performance. From what I hear on campus, apparently we are all above-average teachers as we practice our art in our individual ways. And, this reasoning goes, if we're all above-average then why bother nitpicking over differences in quality? Is it not enough to finger poor performance in untenured faculty and then devote attention to other, more pressing matters? One author described this phenomenon as "satisficing," whereby faculty get to some acceptable standard of teaching performance and then turn their attention to research efforts instead of continuing to perfect their teaching (Massy and Wilger 1995, p. 17).

Third, student evaluations, once opposed with professorial passion, have a virtual monopoly on the assessment of teaching. While I support their use, I am dismayed that over the years what the students say about quality has eclipsed what faculty say about quality. Indeed, faculty themselves complain about the shortcomings of student evaluations, but they often do not provide an alternative in the form of evidence from serious and comprehensive peer evaluation.

Taking Action

So, how can we push for better assessment of teaching quality? I can suggest three ideas.

A different view. First, we have to believe that teaching is *both* an art and a science, and that we can identify effective and ineffective teaching, as defined by what students learn.

On the art side, we bring to teaching our own artistic gifts, our personality, values, talents, and quirks. In this model, no two teachers are exactly alike, nor should they be, and there's no sense trying to improve on an original. That being true, one teaching "style" may not be superior to another.

On the science side, we know how to theorize, to test assumptions, to watch for cause and effect in an attempt to increase student learning. And we possess the tools — classroom research, analysis of quizzes, graduate follow-up data, or any of dozens of other approaches — to turn the model of teaching from "This is me; take it or leave it" to an endlessly fascinating puzzle of the pieces of student learning. A focus on student learning takes us away from pointless arguments about "my way versus your way"; the real issue is which way works best with this group of students or, ideally, with each individual student.

Also on the science side, we have abundant research about principles for good teaching practice. I like the "Faculty Inventory: Seven Principles for Good Practice in Undergraduate Education" by Chickering, Gamson, and Barsi (1989). A very useful expansion on these principles is Tom Angelo's "A 'Teacher's Dozen': Fourteen General, Research-Based Principles for Improving Higher Learning in Our Classrooms" (1993). Other sources of enlightenment are AAHE's Teaching Initiative and its Forum on Faculty Roles & Rewards, and the research from the National Center on Postsecondary Teaching, Learning & Assessment. (See box.)

Finally, we must shake off the view that most faculty are pretty good at teaching, and so don't need to devote much attention to it after the seventh year. This fall, I heard a twelve-year veteran faculty member in his first year as a Teaching Partner admit with a new sense of wonder: "I never thought about doing anything different in my classroom." (That statement is so powerfully full of implications that I would ask you simply to pause for a minute before reading on.)

Peer review. Second, in pushing for better assessment of teaching quality, we need to expect depth in peer review, beginning with faculty hiring. Too often faculty seem to think that uncovering problems or recognizing quality in teaching is the students' job or the dean's. But only faculty can make the complex judgments about the complex act of teaching. If they do not devote the time and judgment to do so, decisions about the teaching of individual faculty members as well as overall wisdom about teaching will suffer.

The kind of peer review I envision goes well beyond slipping into a back seat of a colleague's classroom for 20 minutes. It takes into account the complexity of teaching, struggles with the issues of student mastery of material, and acknowledges the context of the teaching/learning environment. For me, peer review means a thorough knowledge of a faculty member's special talents; philosophy about the discipline and teaching; depth of knowledge in the content area; approaches to teaching, student learning, and achievements; match between goals for the class and results; contributions to the profession and to the campus. It is no cursory glance. Clearly, this attention to deeper peer review will take more time, but it seems our only alternative to the simplistic review that comes from looking only at numbers — numbers of publications, and numbers on student evaluations.

Serious, caring, and critical peer evaluation of teaching gives a safety net to faculty experimenters, alerts some faculty to real teaching problems, and symbolizes the program's commitment to teaching.

Self-review. Third, in pushing for better assessment of teaching quality, we must encourage reflection and depth in self-review. Teaching is a complex interaction of activities, very much influenced by the teacher's goals for the experience. Such complexity is never revealed in numerical student evaluations and is seldom obvious in peer reviews that are not informed by accompanying self-reflection.

Recently, when faculty members have come up for retention, promotion, or tenure, I have been encouraging them to write a one- or two-page reflection piece on pivotal aspects of their teaching. While these statements are not full, formal "teaching portfolios," they do open an avenue to describe the context of their teaching, their goals for students, their struggles, their analysis of any disappointments. Contrasted with our new six-question computerized student evaluation form, these self-reflections about the teaching experience have brought shape and technicolor to personnel files.

In one such piece, a faculty member whose teaching load had shifted from teaching graduate students to undergraduates in a required course described at length her struggle to understand how undergraduates learn. Those who read her comments — her peers, her dean, and the vice chancellor — could not come away believing that she was a mediocre teacher, despite lackluster student ratings at that time. Her numbers on our five-point scale — 3.52, 3.57, 3.89, 4.2 — revealed very little about her intentions or shortcomings. But from her essay we could see (and feel) her commitment to making a connection with those undergraduates and her determination to continue to experiment until she found answers that worked. ■

Note

This article is adapted from Joan North's 1995 National Conference on Higher Education presentation; that conference session is available on audiotape by calling 1/800/369-5718 and ordering tape #95AAHE-34 ($8.50, plus shipping).

Useful Resources

Angelo, Thomas Anthony. "A 'Teacher's Dozen': Fourteen General, Research-Based Principles for Improving Higher Learning in Our Classrooms," *AAHE Bulletin*, April 1993.

Chickering, Arthur W., Zelda F. Gamson, and Louis M. Barsi. "Faculty Inventory: 7 Principles for Good Practice in Undergraduate Education." Racine, WI: The Johnson Foundation, Inc., 1989.

Copies of this booklet, plus the "Institutional Inventory," the "Student Inventory," and the "Seven Principles" document itself, can be ordered from Winona State University's Principles Resource Center. To request an order form and price list, call 507/457-5020 or fax 507/457-5586.

Edgerton, Russell. "The Re-Examination of Faculty Priorities," *Change*, July/August 1993.

Edgerton, Russell, Pat Hutchings, and Kathleen Quinlan. *The Teaching Portfolio: Capturing the Scholarship in Teaching*. Washington, DC: American Association for Higher Education, 1991.

Includes a bibliography, eight actual sample portfolio entries, and pointers on getting started with portfolios on your campus. ($14.95 AAHE memb/$16.95 non, prepaid incl shipping)

From Idea to Prototype: The Peer Review of Teaching (A Project Workbook). Washington, DC: American Association for Higher Education, 1995.

Some 150 pages of reproducible materials in a three-ring binder, including exercises, samples, guidelines, checklists, a menu of strategies, and an annotated bibliography. ($86 AAHE memb/$101 non, prepaid incl shipping)

Gibbs, Graham. "Promoting Excellent Teaching Is Harder Than You'd Think: A Note From an Outside Observer of the Roles and Rewards Initiative," *Change*, May/June 1995.

Hutchings, Pat. *Using Cases to Improve College Teaching: A Guide to More Reflective Practice*. Washington, DC: American Association for Higher Education, 1993.

Offers strategies for writing and discussing cases. Includes a resource guide and seven actual cases accompanied by teaching notes. ($19 AAHE memb/$21 non, prepaid incl shipping)

Massy, William F., and Andrea K. Wilger. "Improving Productivity: What Faculty Think About It — and Its Effect on Quality," *Change*, July/August 1995.

National Center on Postsecondary Teaching, Learning & Assessment.

A research, development, and dissemination center. Contact: NCTLA, The Pennsylvania State University, 403 South Allen St., Suite 104, University Park, PA 16801-5252; phone: 814/865-5917, e-mail: nctla@psuvm.psu.edu

Terenzini, Patrick T., and Ernest T. Pascarella. "Living With Myths: Undergraduate Education in America," *Change*, Jan/Feb 1994.

Wergin, Jon F. *The Collaborative Department: How Five Campuses Are Inching Toward Cultures of Collective Responsibility*. Washington, DC: American Association for Higher Education, 1994.

Case studies, plus reproductions of actual campus documents and an agenda for action. ($14 AAHE memb/$16 non, prepaid incl shipping)

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An Introduction to the Standards Movement

by Ruth Mitchell

merican education is prone to fads. Open classrooms, "new" math, block scheduling — you name it, we've tried it, and its day has passed. To suggest, then, that the conversation about standards is more than a fad, that it goes deeply into the purposes, methods, and structure of K-12 education, seems almost naive. To imply further that *postsecondary* education is inevitably involved in the conversation might seem like fantasy.

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But in this short introduction to this latest movement in K-12, I will argue that standards — *clear statements about what students should know and be able to do at certain stages in their education* — represent a radical and pervasive shift that cannot be dismissed as transitory.

Standards History

Standards first broke into the national consciousness in 1991, when the nonpartisan National Education Goals Panel recognized that progress toward goals can't be measured without clear statements describing the aims of learning. To measure progress toward Goals 3 and 4, for example, you must have explicit statements of the knowledge and abilities expected at grades 4, 8, and 12.

Thus the Goals, promulgated in 1989, have been the prompts for the development of standards elsewhere. Since the Goals were established by the nation's governors and Congress working together, the movement toward standards was revolutionary not only in broaching the subject of required knowledge for all students but also in that the reform agenda would be set from the top, at the federal level.

Times and Congresses change, of course; today, leading from the top no longer has any charm or advantage. Some now see the whole standards movement as a federal embarrassment. In the intervening years, however, the conversation took hold at levels — state, district, even single school — where federal influence means little. As I write, there's a buzz about standards from San Diego to Providence, proving that American education may have finally stumbled on something that might transform its mediocrity into universal achievement. That potential keeps the movement accelerating, whatever the lack of federal funds and enthusiasm.

Why Standards?

Why not curriculum? Why not assessment? What will standards do that these others can't? The answer is that standards are logically antecedent to them both: You can't know how to teach something or how to assess what has been learned until you know what it is you want students to know and be able to do.

In the everyday world, everyone has standards. When you grade a student paper, evaluate a transcript, or comment on a journal submission, you are applying standards. They may not be explicit — in most cases they aren't. Indeed, we resist making clear the criteria by which we judge, in schools and on campuses alike.

But clarity is what the movement wants: Educational standards are *explicit* statements describing the qualities of expected performance. From them follows curriculum, which can consist of anything reasonable and feasible that gets students to the standards but must be targeted toward them. Assessment also follows naturally, asking how well students have attained the standards, not how well they have performed in the curriculum.

Since 1991, when the first national standards were suggested, it has become clear that standards —

- can break our norm-referencing habit of measuring students against one another.
- are potent tools for equity. Published standards make it possible for community members to hold a school district's feet to the fire: "Is my child going to achieve these standards in this school?" The concept of high standards for all students — not remediation to a norm — was incorporated into the reauthorization of Title 1 (formerly Chapter 1) in the ESEA last year.

- can bring the K-16 system into alignment. If everyone knows from published standards what students should know and be able to do, and if high school graduation comes to be based on these standards, then collegiate institutions can adjust accordingly their admissions criteria, their lower-division programs, and their teacher-education curricula.

For these and other reasons, national education leaders at the K-12 level have by and large endorsed the concept of standards, although some object to setting them at the national level and worry about a top-down process dictated to schools from Washington, DC.

In fact, the process of standards-setting was initiated not by the feds but by the National Council of Teachers of Mathematics (NCTM) back in the 1980s. Its publication *Curriculum and Evaluation Standards for School Mathematics*, issued in 1991, has become the model for subsequent efforts. Groups of mathematics teachers and postsecondary faculty (frequently those who prepare future K-12 teachers) wrote drafts of standards and then circulated the drafts among NCTM members — a process that took most of eight years. Draft and review and redraft has now become the accepted process of standards-setting at all levels, national, state, and local, and it began with the mathematics teachers, not with the federal government.

Powerful Effects

The potential of standards to improve learning and teaching becomes clear when standards are used as the basis for student assessment. High-stakes tests absolutely drive curriculum and instruction, as everyone knows; reformers expect standards-based assessments to become the new drivers for curriculum and instruction meeting much higher expectations for performance.

Assessments based on standards are different in form and content from the norm-referenced multiple-choice tests that still, alas, dominate the American educational landscape. Standards-based assessments require students to actively construct responses to demonstrate the knowledge and skills expected in the standards. Such assessments must also cover a wide range of applications to real-world situations, especially where standards and "goals" are fused into a matrix, as we shall discuss later.

Thus standards and their concomitant assessments begin a chain of responses that ultimately affects the whole system: Teachers find they need to add to students' knowledge and skills by changing their curriculum and pedagogy, but in turn the teachers themselves need to acquire additional abilities, which frequently means demands on university academic faculty . . . teachers, administrators, and students feel the need for different arrangements of time, both during the day and the school year, to accommodate deeper explorations of content . . . materials such as textbooks must be rethought . . . resources must be redistributed . . . teacher education must rethink its purposes and methods.

What Are Standards?

The following working definitions don't necessarily enjoy universal acceptance or usage. They are based on a report, issued by a technical planning group on the review of education standards, entitled *Promises to Keep: Creating High Standards for American Students.* Published by the National Education Goals Panel at the end of 1993, *Promises to Keep* is a useful source not only of definitions but also of criteria for standards ("standards for standards"). It was intended to provide guidelines for the proposed National Education Standards and Improvement Council (NESIC), until the November 1994 election erased that council's future.

Content standards are narrative statements about what students should know and be able to do at stages in their education, usually at grades 4, 8, 10 or 12, 14, and 16. Content standards address both knowledge and skills (something some standards-setters have misunderstood, inferring that "content" did not encompass processes, such as problem solving). To avoid the ambiguity, some call content standards "academic standards."

Performance standards are stated levels of performance for meeting, approaching, or failing to meet the content standards. Performance standards need examples from student work to make their meaning concrete.

Opportunity-to-learn standards are statements of the conditions necessary to ensure that students have a fair chance to meet the content and performance standards. Logically, they can't be written until content

The National Education Goals

By the year 2000:

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.
- United States students will be the first in the world in mathematics and science achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

and performance standards are clear.

Standards and Goals: A New Angle

There are still more terms used in the standards conversations that don't fit these definitions, such as "goals," "outcomes," and "expectations," with or without epithets such as "learning" or "student." Standards originally arose, as we saw above, as a subset of the National Education Goals. But many states also have "goals," often differently framed from the federal, and they may have stated "outcomes" (this latter term now is usually avoided, since "outcomes-based education" has been tarred and feathered by right-wing opponents).

In general, **goals** are statements about the characteristics we would like students to have when they leave K-12 education. They often focus on the uses of knowledge and skills in adult life. Here's what goals look like in Kentucky, for example:

> 1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
> 2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocation studies to what they will encounter throughout their lives.
> 3. Students shall develop their abilities to become self-sufficient individuals. . . .

Similarly, Minnesota's goals posit "Purposeful thinkers, effective communicators, self-directed learners, productive group participants, responsible citizens, and life-work decisionmakers." A North Dakota student "will have the ability to apply concepts, use complex reasoning processes, work in a cooperative manner, regulate herself in a variety of situations, communicate through a variety of products, and gather information in a variety of ways."

These state goals are quite different from the content standards defined in *Promises to Keep.* Unfortunately, failure to recognize the different nature of "goals" and "standards" can lead to confusion, particularly for those who try to catalog standards-setting efforts in states and cities.

The lines between standards and goals are beginning to blur, however, especially as standards are put to work to change curriculum and instruction. The differences come out in what is assessed. In Milwaukee (where the conflict between goals and standards first surfaced), the school district decided to assess not the standards directly but a set of goals written — as goals frequently are at the state and local levels — by groups of representative citizens. These goals include such statements as:

> 7. Students will think logically and abstractly, applying mathematical and scientific principles of inquiry to solve problems, create new solutions, and communicate new ideas and relationships to real world experiences. . . .
> 10. Students will set short and long-term goals, will develop an awareness of career opportunities, and will be motivated to actualize their potential.

The dilemma posed by combining standards (often organized by academic discipline) and goals (which draw on a wide range of disciplines plus additional skills) has provoked creative new approaches. In Milwaukee, the solution was a matrix in which academic disciplines are ranged along the vertical axis and goals are arranged on the horizontal, with appropriate statements in each resulting cell. Vermont has adopted such a model, though its standards-setters further modified the content standards by grouping them into interdisciplinary clusters.

Standards in Philadelphia will comprise content standards plus "cross-cutting competencies." Chief among the latter are workplace readiness skills, an almost universal feature of goal statements (as opposed to standards). The inclusion of workplace skills in matrices of goals and standards makes clear a point that can't be stressed too strongly in the larger standards movement: Standards apply to *all* students, no matter where the students begin and no matter what they believe they will be doing after high school. The Business Task Force on Student Standards, a group convened by the National Alliance of Business and the Business Roundtable, places these recommendations first:

> 1. All students should be expected to master challenging, world-class subject matter.
> 2. All students must master the skills needed to further education, employment, and citizenship. . . .

The consequences of cross-cutting goals and standards are immense for curriculum and teachers. Building

The real story today lies in the ways states and cities have capitalized on the movement. As these localities have picked up the ball, the national standards have come to seem like repositories of knowledge or reference works — shelf, not desk material.

opportunities to learn workplace readiness skills into instruction in math, science, language arts, history/social studies, the arts, and world languages means not only rethinking the curriculum and lesson plans but also focusing on how to abstract skills from multiple experiences and transfer them to new situations. It requires a radical shift in attention from the classroom to the real world, and this shift in turn requires providing business/industry workplace experiences to teachers who have none.

The purpose of setting standards at the local level is to get as many people as possible — including campus faculty, deans, provosts, and administrators — talking about what students should know and be able to do, and how to reorganize the system so that all students gain that knowledge and skill.

Developing Standards

After the flurry of activity in 1992, 1993, and 1994, no more federally funded national standards will be developed. The political tide is flowing away from the national to the state level.

At this point, then, we have national standards in the *arts*, *history* (world and American), *geography*, and *civics*, funded by the U.S. Department of Education and developed by professional organizations of teachers and faculty members in each discipline. *Foreign languages* and *science*, both partially supported by federal funds, are due to release documents within the year. *Economics, social studies, health*, and *physical education* are proceeding with nongovernment funding; *mathematics* did the same in its pioneering effort. *English/language arts* began with funding from the U.S. Department of Education but is now continuing with nongovernmental funds. (See **To Follow Up.**)

In a curious development, *national* standards now are almost irrelevant. Yes, a few progenitors of the federal standards repudiated their progeny (Lynn Cheney, for example, as director of the National Endowment for the Humanities, funded the national history standards yet became their most vocal and destructive critic when they were published). But the real story today lies in the ways states and cities have capitalized on the movement. As these localities have picked up the ball, the national standards have come to seem like repositories of knowledge or reference works — shelf, not desk material. The national standards — which in some cases are excessively lengthy and encyclopedic — seem even less relevant in locales where goals and standards have been combined.

The national standards are most useful at the beginning of a standards-setting process, when writing teams assemble. The teams need to see what standards look like, and the pile is now growing: To the national standards you can add dozens of state and district standards and goal statements. (Again, see **To Follow Up.**) Teams usually discover quickly that their task is to select, not create, standards; so many statements are out there now that the production of a local document can be accomplished quickly.

In fact, the virtue of a standards-setting process is not in the document itself but in the extended conversation that occurs among its writers and reviewers. Standards can't differ a great deal across the country, for we all want students to be able to write effectively, understand and apply algebraic concepts, use scientific reasoning, and so on. The purpose of setting standards at the local level is to get as many people as possible — including campus faculty, deans, provosts, and administrators — talking about what students should know and be able to do, and how to reorganize the system so that all students gain that knowledge and skill.

Consequences of Standards

But producing a standards document is only a first step. Subsequent use reveals their power. A set of student papers evokes a series of questions: "How does this work relate to the standards?" "Will it help students meet standards at the appropriate benchmark?" "Is the assignment engineered to allow students to demonstrate skills and knowledge?" "If our answers to the preceding are negative, what are we going to do about it?"

The consequences will ripple out from the classroom to the district office, to local business and industry, to students' homes, and to postsecondary institutions. In order for students to meet standards, all parts of the system must rethink their roles.

Universities and colleges are just beginning to realize what standards and standards-driven assessment mean for them. Perhaps the most significant implication is that the standards discussion is not only for K-12. This conversation can't be boxed conveniently and ignored; it will inevitably extend K-16, prompting necessary rethinking along K-16 "all one system" lines.

Within that broad implication, here are some specific areas where the adoption of standards will affect colleges and universities [for more, see the article by

Jerry Griffith that follows —*Eds.*]:

Admissions. Expectations for college entrance are commonly based on required courses (the California A-F pattern, for example). In a standards-based system, however, courses are a *means* to achieving the standards, not a qualification in themselves. Seat-time and Carnegie units will no longer be enough for progression from one level to the next. A number of colleges already are experimenting with different forms of admission; the University of Wisconsin, for example, is experimenting with portfolio-based admission in conjunction with some Milwaukee high schools.

Other institutions are cooperating with feeder school districts to set up high school graduation standards that also will be admissions qualifications for the local university; the University of Texas at El Paso and Temple University, in North Philadelphia, for example. Despite initial dismay on the part of some K-12 educators — "Do you mean *all* students have to be prepared for college?" — that is the logical consequence of the standards reform principle that all students must be prepared for work and for postsecondary success.

Less remediation — or none. If standards begin to operate as they should, universities and colleges should see a drop in the need for remediation.

But they will need to strengthen K-16 bonds immediately if they want to see such desirable results. Faculty from both the major disciplines and the schools of education must serve on standards-setting writing and review committees, then work with school groups to apply standards to student work. Of course, such cooperative work must be rewarded by postsecondary institutions — another example of the far-reaching changes instigated by standards.

Standards-based assessment. Colleges and universities beginning self-examination through assessment find that they can't judge the success of a course or program without explicitly defining what students should learn in it. To this point, however, most colleges' assessment has been standards-free — indeed, it is almost arbitrarily based on individual preference.

Standards and quality. Institutions involved intensively in discussions of quality (CQI) and productivity recognize the need for standards, *and* the need to keep raising them ("continuous improvement"). Standards aren't static. You don't dust off your hands and say, "That's done. Now let's get on with our teaching." Standards should probably never leave the draft stage, because use and changing targets demand continuous revision.

Barriers to Overcome

Certainly, the risk is there for the standards-based reform movement to lose its energy and become just another episode in the endless education reform soap opera. But the urgency for adopting a potent reform tool — as standards can be — is real. The educational system K-16 is on the line for its life, and it must respond with confidence derived from a clear statement of purpose.

To Follow Up . . .

- **Subject-matter standards** — *Arts* (Music Educators National Conference, 800/336-3768); *Civics* (Center for Civic Education, 818/591-9321); *Economics* (National Council on Economic Education, 212/730-7007); *English* (International Reading Association, 302/731-1600 x226); *Foreign Languages* (American Council on the Teaching of Foreign Languages, 914/963-8830); *Geography* (National Geographic Society, 800/368-2728); *Health* (Association for the Advancement of Health Education, 703/476-3441); *History* (National Center for History in the Schools, 310/825-4702); *Mathematics* (National Council of Teachers of Mathematics, 800/235-7566 x102); *Physical Education* (National Association for Sport and Physical Education, 800/321-0789); *Science* (National Research Council, 202/334-1399); and *Social Studies* (National Council for the Social Studies, 800/683-0812).
- **State standards** — contact the education departments of states that have established them.
- ***Promises to Keep: Creating High Standards for America's Students*** — free, from the National Education Goals Panel, 202/632-0953.
- ***Struggling for Standards,*** an *Education Week* special report, April 12, 1995 — an invaluable compendium of national and state information, including contact names, addresses, and phone numbers for the national standards-setting groups; similar information for the states; and nutshell summaries of the national standards in twelve subject areas (see above). Sold out, but may soon be available electronically by contacting *Education Week*, 202/364-4114.
- ***States' Status on Standards,*** April 1995 — a useful summary of state efforts from the Council of Chief State School Officers (CCSSO). Classifies efforts into beginning, developing, and implementing stages; also includes useful names, addresses, and telephone numbers. Contact CCSSO at 202/336-7016.
- **City and school district standards** — no handy central source of information exists, but the following districts have produced or are producing standards: Birmingham, AL; Chattanooga, TN; Chicago; Corpus Christi, TX; El Paso, TX; Hartford, CT; Jackson, MS; Long Beach, CA; Milwaukee, WI; Philadelphia; Pueblo, CO; San Diego. Contact each central district office to request what material is available: a chart (Chicago and El Paso), or a short booklet (Milwaukee), or some advanced drafts.
- **Journals** that have produced special issues on standards — *Educational Leadership* (March 1995) and *Phi Delta Kappan* (June 1995).

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HOW STANDARDS-BASED K-12 REFORMS AFFECT HIGHER EDUCATION

by Francis A. (Jerry) Griffith

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Standards-based K-12 education reforms present formidable challenges for higher education because of important differences in educational philosophy between the two. Here are five conflicts to consider:

"All students can learn" Vs. "Survival of the fittest"

Many K-12 standards-based programs begin with the assumption that all students can succeed and that it is the obligation of the faculty to ensure that success. Many universities, in contrast, operate on the principle that some students will "get" the material being presented — and therefore graduate — and others just won't. University faculty defend this belief by saying college students are adults, who must assume responsibility for their own learning and shouldn't be coddled, which is true. But our faculty too often use it to excuse themselves for their failure to assume their rightful share of responsibility to students — to set high and achievable standards, to design challenging and relevant curricula, to teach effectively, and to assess student learning meaningfully.

If the higher education community is genuinely committed to helping students succeed, and our admission requirements are consistent with our expectations for graduation, students who are admitted should be able to graduate. Further, if we insist that students meet high academic standards before they can graduate, the public will be assured of getting good value for their investment.

Performance-based assessment Vs. The bell-shaped curve

Some standards-based schools propose to make only two or three letter grades, if any, available. In such a school, a student is not regarded as having completed a task or a grade level until he or she has earned a grade of A or B; if necessary, students "relearn" material and improve or refine class assignments until they are of acceptable quality.

Universities, on the other hand, have sanctified the bell-shaped curve; we act as if a certain proportion of students "should" get each letter grade, A through F. Some faculty members pride themselves on the high number of Ds or Fs they give, in the mistaken belief that it reflects their high standards and program quality and rigor.

We must move away from the notion of the bell-shaped curve as the most credible reflection of academic standards, and instead develop explicit and high standards for performance that students must meet in their majors. Students and the public want and expect quality, and we should make sure they get it.

Coaching Vs. "The sage on the stage"

In contrast to higher education's penchant for "talking heads," K-12 standards-based education promotes the role of teacher as "coach" or "guide on the side." In these K-12 models, the teacher is a facilitator of student learning, rather than a fount of wisdom, and the students take much greater responsibility for their own learning. Consequently, new teaching strategies such as cooperative/collaborative learning see much greater use in the public schools than in higher education, where the claim of too-large classes is used to justify outmoded instructional methods.

Formative assessments Vs. One-shot summative assessments

Collegiate students typically get one chance to demonstrate their knowledge and/or skills. Their grade on the exam or project is presumed to reflect what the students learned up to that point in the course. But too often such a grade gives them almost no guidance about ways to improve their performance the next time. More important, they rarely get an opportunity to improve their performance on the original task — to retest on the same material or to improve a project — before the "final" grade is awarded. What does this tell students? That the material they inadequately mastered was less important or necessary than the material they learned to an acceptable (high) level, and that their gap in knowledge or skill is acceptable to the instructor. But if material was important enough to test on, shouldn't it be important enough to master?

Our exams are almost exclusively summative, whereas in standards-based schools they often are diagnostic, or formative. Like standards-based schools, higher education should precede high-stakes graded exams or demonstrations with formative assessment (e.g., brief in-class quizzes, outlines, rough drafts of papers or projects, or demonstrations of skills) to help students determine their readiness for an exam. Such formative information also suggests ways the instructor can change his or her behavior in relation to the students, to help them achieve at high levels. Then following a high-stakes exam, students should have a short time within which to redemonstrate mastery of the knowledge or skills and so increase their score.

Commencement standards Vs. The accumulation of courses and credits

In standards-based K-12 programs, the emphasis is on the performance of each student in relation to specific performance standards that apply to all students — criterion-referenced data. Higher education assessment often is oriented more toward institutional accountability, using norm-referenced data.

In the ideal, the amount and quality of student learning should be determined at specific intervals via relevant measures (benchmarks), and students should be informed how well they are progressing toward the performance-based standards set for their graduation. When a student is not progressing satisfactorily, the college should intervene with help, so the student can eventually meet the high standards, even if it takes him or her longer to do so than the other students.

When a student passes the bar exam or the exam for a medical license, the certificate does not tell how long it took, but it does signify that specific standards were met. We must trade our concern for getting people "out" of the institution for getting them *educated* before they can get out.

IMPLEMENTING K-16 REFORM

K-12 educational reform is going to have genuine impact on higher education whether we like it or not, and many of us are not ready for it. What steps need to be taken now? Mainly, the K-12 and post-secondary education systems must acknowledge the disjointed character of their relationship with each other and move decisively toward creating an integrated education system — *K-16*, not K-12 *and* higher education!

University faculty need to stop complaining — about how unprepared high school graduates are in basic skills, especially writing and mathematics, and about the consequent need for remedial math and English courses. Instead, they should communicate their expectations of incoming students clearly to the schools. They should help junior and senior high school teachers identify where entering university students have specific difficulty, then work with those teachers to find ways to improve students' writing and math skills while they are still in junior or senior high school.

Similarly, school teachers should stop complaining that university teacher-education programs don't prepare graduates to deal with the realities of the public school work-a-day world, especially in those schools undergoing significant reforms such as standards-based education. K-12 teachers know best what knowledge, skills, and personal qualities a public school teacher requires; they must share that information with the university faculty members who are charged with preparing the teachers of the future.

Ideally, leaders in K-12 education and in higher education would collaborate regarding what they expect of learners as well as student-outcomes assessment, so students would experience a continuum of performance-based evaluation of their learning, from preschool or kindergarten through college, including in teacher-education programs.

What key actions, then, must we take if we are to develop a K-16 standards-based educational system? Here's my list, with some real-life examples of programs attempting to meet some of those challenges.

Alignment with expectations and standards from K-12

Students who enter college from standards-based schools will arrive expecting the standards- and performance-based assessments they were used to, such as task simulations or demonstration projects. They will expect to complete a degree program as a result of their ability to demonstrate prescribed knowledge and competencies, not by simply accumulating courses and credits in a disciplinary curriculum. And they will expect performance-based assessments of their learning and benchmarks of their progress toward commencement standards.

For the most part, higher education is not prepared to meet those expectations, because most of our faculty evaluate student performance in "traditional" ways, such as multiple-choice exams and term papers. It is true that some collegiate programs, that prepare musicians, speech-language pathologists, audiologists, nurses, and the like, have used performance-based assessment for years. But students from standards-based schools will be expecting performance-based assessment in all general-skills and academic-content areas.

Project SPAN (Standards- and Performance-Based Academic Networking), sponsored by the Fund for the Improvement of Postsecondary Education (FIPSE), aims to extend the tenets of standards-based education and performance-based assessments into higher education. Five teams of faculty from Weld County School District #6 schools (Greeley, CO), the University of Northern Colorado, and its Laboratory School have jointly designed commencement standards for teacher-education programs in history, Spanish, mathematics, chemistry, and speech communication. To make sure the commencement standards were high, achievable, and credible, they were evaluated by K-16 students, faculty, and administrators.

The K-16 faculty teams also designed senior-level performance-based tasks designed to assess whether students met the standards. These tasks were accompanied by detailed criteria for scoring them (scoring guides, or "rubrics"). Eventually, each university department will have performance-based tasks at each educational level, from first-year to senior, which will benchmark student progress. Scoring data will trigger early intervention, when necessary, to ensure that students eventually meet the commencement standards.

Preparation of teachers for standards-based schools

Teacher education is a significant responsibility of many state universities. But teacher-education faculty (especially those outside colleges of education) are typically ill-prepared to model the teaching strategies and assessments that students from standards-based schools will have experienced and will need to offer once they become teachers. Performance-based evaluation keyed to standards is the wave of the future in K-12 schools; our teacher-preparation programs need to be training our students in it now.

To successfully implement standards-based education at both the K-12 and higher education levels will require thorough, focused, and responsive faculty professional development. Faculty members from both sectors will need to learn to select/write standards, design appropriate performance-based assessments, and design curricula aligned with standards and assessments.

Admissions policies

How will higher education grapple with the various admission credentials that students from standards-based schools will present, such as data from student portfolios and competency ratings? Parents of children in standards-based schools often express concern about how K-12 reforms will affect their children's chances of being admitted to college. They fear that because their children lack the typical credentials, such as GPA, class rank, and ACT or SAT scores, their competitiveness will be adversely affected.

Several states, such as Wisconsin, Oregon, and Colorado, are actively pursuing admissions alternatives at their state colleges and universities, while more than twenty others are considering changes to their admissions policies.

The Next Step Project, funded by the Colorado Commission on Higher Education, was jointly sponsored by the University of Northern Colorado and the University of Colorado-Denver, two Denver-area school districts (Mapleton and Aurora), and the Colorado Department of Education. K-16 content specialists from the four institutions came together around the Colorado standards-based education law's first five content standards: reading/writing, math, history, science, and geography. The teams defined what students must know and be able to do to meet the high school standards in each subject, the standard for entry into college, and the body of evidence from which high schools would derive the scores presented to college admission offices as evidence that students had met the entry standard.

In fall 1996, UNC and UCD will admit students from the cooperating high schools solely on the basis of their competency scores related to the standards in the five content areas. These students' academic performance and satisfaction with the university experience will be carefully monitored and compared with that of a control group of first-year students from traditional high schools who were admitted under the current admission index of GPA, class rank, and ACT/SAT score.

Broad-based cooperation and long-range planning

K-16 educational reform requires greater collaboration among schools, universities, and the community. AAHE's Education Trust has provided important leadership in this area, through its Community Compacts for Student Success program, funded by the Pew Charitable Trusts, and its K-16 Councils. These Compacts and Councils are building bridges between the community and educational institutions, to ensure that the public is informed about and directly involved in all major decisions about K-16 standards-based education. The work will serve as a model for other communities and institutions.

Faculty roles and rewards

Changes in our faculty evaluation and reward system will be needed to recognize the many changes in faculty performance that will be necessary to accomplish a K-16 standards-based education system. Higher education faculty will be required to work collaboratively with colleagues from K-12 schools and from other higher education institutions, and with students, parents, and the public at large to address a number of issues:

- admission criteria for entry into higher education;

- transfer from community colleges into four-year institutions;
- development of standards for graduation from both K-12 and higher education;
- development of student performance indicators of standards;
- the design of engaging, authentic student performance tasks and scoring criteria (rubrics); and
- redesign of curricula from the senior level of college as deeply into the K-12 system as necessary.

Faculty also will be responsible for modeling new teaching strategies and materials, including technology, in their college classrooms and for aligning institutional standards and assessments with state and national counterparts.

A K-16 standards-based educational system also will require increased emphasis on the quality of instruction. In Colorado, for example, a Goals 2000 Planning Grant to the Northern Colorado Board of Cooperative Educational Services (BOCES) supported development of a standard for K-16 educators' performance plus five indicators consistent with a new state teacher licensure law. (See box.)

Under the plan, K-12 teachers will be held accountable for their knowledge and skill in implementing the tenets of standards-based education and performance-based student assessment via faculty-development plans keyed to that licensure process. Similar accountability is needed for college and university faculty members.

Using such a standard and indicators, schools, colleges, and universities will be able to establish baselines for K-16 faculty performance, develop appropriate faculty-development plans for improvement in given areas, and evaluate faculty progress in order to make decisions about promotion, tenure, and merit pay.

Implementation of such a K-16 teaching standard and its accompanying indicators requires the development of appropriate means by which to evaluate performance. If that can be accomplished for higher education, it will go a long way toward putting teaching on an equal footing with the other traditional components of faculty evaluation: "traditional" research activity and service.

THE PAYOFFS

Changes of the sort I've suggested here will require commitment and effort over a long period. It follows, then, that we should weigh the potential benefits of such changes.

- The collaboration of collegiate and K-12 faculty members to arrive at jointly defined commencement outcomes for college students should foster a sense of shared commitment both to evaluation of student learning based on standards and to ongoing dialogue, because the commencement standards will need to change over time.
- University teacher-education students who actively experience a standards-based approach in their own learning — and to the teaching they will do in the future — will acquire a problem-solving perspective aimed at helping all students succeed, rather than a narrow focus on teaching techniques derived from arbitrary curricula and tradition. Consequent improvements in teacher performance should result in students' demonstrable success in meeting school standards.
- The development of university graduation standards should enhance the credibility of our assessment programs. To be able to certify the competencies of college graduates is a more compelling and responsible form of accountability than our current practice of reporting group data that purport to reflect institutional effectiveness.
- Designating a developmental progression of knowledge and skills for students, and providing feedback about them at regular intervals, will over time result in more students meeting commencement standards. Identification of students' learning difficulties and appropriate academic intervention (e.g., "coaching") will result in fewer students failing.
- By extending university commencement outcomes downward from the senior to the first-year level, we will communicate clearly to K-12 schools what competencies and skills public school students will need to complete college successfully. This means we can eventually eliminate basic-skills remediation for college students.
- The articulation of school and collegiate performance-based commencement criteria will provide a framework for assessing the adequacy of existing curricula and teaching/assessment strategies. This information will make it possible to systematically improve existing curricula, to create a closer match between learner expectations and the instruction provided. By determining at which level various programmatic elements should begin, we will be able to make changes at the lowest identifiable level and build up from there. ■

Colorado's Educator Standard

Standard. All educators must demonstrate up-to-date pedagogical content knowledge and skills appropriate to their discipline or area(s) of academic responsibility.

Indicators. All educators must

1. utilize information from current research, theory, and practice;
2. demonstrate ability to select/create developmentally appropriate learning standards for students;
3. select/develop, administer, and evaluate performance-based and other assessments which inform and direct improvements in teaching and learning;
4. incorporate the needs and abilities of students in selecting, creating, and implementing instructional planning and assessments;
5. align and integrate standards, assessments, and curricula with teaching methods, materials, and technology.

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AAHE NEWS

Staff phone extensions in parentheses.

The Education Trust

Conference Highlights

AAHE's **6th National Conference on School/College Collaboration,** *October 26-29, 1995,* in Washington, DC, is fast approaching! Sessions revolve around the theme of "Accelerating Reform in Tough Times: Focus on Student Learning K-16."

Wilkins

Deavere Smith

Program highlights: **Heidi Byrnes,** member of the advisory council for the national standards in foreign languages, will provide an "Update on Standards in Foreign Languages." **The National Commission on Teaching and America's Future** is holding an open forum, "Mapping a Blueprint for the Teaching Profession: The National Commission on Teaching and America's Future," to discuss its work and the issues it should address. In "Standards-Based Reform in Higher Education," **Robert C. Shirley,** president, University of Southern Colorado, and other university presidents and academic leaders will discuss why they have committed themselves to standards- or performance-based reform on their campuses.

Roger Wilkins will discuss the long-term ramifications of the University of California Regents' decision in "Affirmative Action: Where Do We Go From Here?" An artistic performance by **Anna Deavere Smith** will explore issues of race and community. Other highlights include: plenary speakers **Warren Simmons, Jeannie Oakes, Lauren Resnick, Antoine Garibaldi,** and **Humphrey Tonkin.**

On Thursday morning, a special symposium on *The Role of the Disciplines in Systemic Reform* will provide faculty leaders an opportunity to explore the changing educational policy environment and its implications for their disciplines. Topics to be examined include the effects of school reform on precollege preparation, the role of higher education faculty in standards setting, ongoing and continuous models of teacher professional development, and federal and state education reform agendas. Chief academic officers have been asked to sponsor faculty members who have demonstrated a keen interest in educational reform at the precollegiate and collegiate levels.

Save $20! The early bird registration deadline is *October 7th,* so get your registrations in now!

All AAHE members should have received a conference preliminary program. If you have not received a copy, call or fax AAHE to be sent one. For more information, contact Carol Stoel (x34), conference director, or Wanda Robinson (x15), program coordinator, AAHE's Education Trust.

National Conference

Service-Learning Forum

Last January, in partnership with Campus Compact (a national coalition of presidents who are advocates for community service), AAHE hosted the Colloquium on National and Community Service. More than 400 campus "action officers" representing 350 campuses participated in the Colloquium. As a follow-on to that event, AAHE and Campus Compact are organizing a forum for service-learning action officers and others interested in service-learning on *March 16-18,* as part of AAHE's 1996 National Conference (March 17-20, Chicago, IL).

For more information, call Monica Manes, NCHE coordinator (x18), at AAHE.

Service-Learning Project

Senior Associate

Zlotkowski

Edward Zlotkowski, English professor and founder and director of the Bentley College Service-Learning Project, is spending a year-long sabbatical working as a senior associate for AAHE in a new effort on service-learning.

In just six years, Zlotkowski's work in service-learning at Bentley College has grown from a single service-learning component in one of his courses to a college-wide project involving approximately 50 faculty colleagues from 15 undergraduate departments, with 700 students participating annually.

Zlotkowski's main focus will be to further develop the base of leadership and support for community service and service-learning at the national level, working particularly with discipline-based professional societies. He also will work closely with AAHE vice president **Lou Albert** (x23) to build this national leadership network and help plan AAHE's follow-on to last year's Colloquium on National and Community Service.

Zlotkowski also will generate new service-learning literature and resources. Several writing projects are already in progress. He will contribute to a winter

New this month. . . An expanded/updated edition of AAHE's School/College Directory! For ordering details, see page 2.

issue of *Change*, which may contain two or three articles on service-learning. And he will be editing a service-learning monograph series in association with Campus Compact's "Invisible College" project, a networking effort that brings together faculty from various disciplines who have incorporated service-learning into their courses. Zlotkowski was one of the first faculty to become active in that Invisible College project when it began in 1994.

Contact Edward Zlotkowski c/o AAHE.

AAHE Assessment Forum
AAHE's Quality Initiatives

Call for Proposals

Enclosed in this issue is the call for proposals for the **11th AAHE Assessment & Quality Conference,** to be held here in Washington, DC, *June 8-12*. Get your proposals in soon, the deadline is *December 15, 1995.*

For more information, contact Liz Reitz (x21), project assistant, at AAHE.

Teleconference

Students With Disabilities

This fall, AAHE is cosponsoring a teleconference by the National Association of Student Personnel Administrators (NASPA) entitled "Educating Students With Disabilities: A Shared Responsibility." The conference will be broadcast live via satellite from Washington, DC on Wednesday, *October 25*, at 1:30-3:30 PM, ET.

Registration for NASPA institutional members is $595 (including taping rights). Nonmembers may register for $750. For more information, contact NASPA, 1875 Connecticut Avenue, NW, Suite 418, Washington, DC 20009-5728; ph 202/265-7500, fax 202/797-1157, office@naspa.org.

AAHE Technology Projects

WWW Home Page

With the help of George Mason University, AAHE recently began constructing a home page on the World Wide Web. You'll be able to browse the home page to learn more about ways in which you can participate in AAHE activities. Materials from AAHE Technology Projects are ready now; conference calls for proposals and registration forms, and other AAHE materials will follow.

http://www.ido.gmu.edu/aahe/Welcome.html

If you would like more information about getting involved with AAHE's Technology Projects, please contact Ellen Shortill (x38), program coordinator, at SHORTILL@CLARK.NET.

Forum on Faculty Roles & Rewards

Forthcoming Conference

Make plans now to attend AAHE's **4th Conference on Faculty Roles & Rewards,** *January 18-21, 1996,* in Atlanta, GA. Go to Atlanta as a part of a faculty/administrator team set to work on pressing campus-based issues related to faculty priorities and the changes your institution currently faces.

The primary theme of the conference is "Faculty Careers for a New Century." Faculty leaders, provosts, regents, and presidents will address critical questions being raised about tenure and post-tenure review across the country. The impact of new approaches to learning (such as technology-assisted instruction) on the faculty role will be examined. Four other critical themes will also be pursued: honoring different forms of scholarly excellence (especially teaching and service); can we build a collaborative culture?; taking charge of accountability; and faculty responsibility for public life.

Portch

Keynoter **Stephen Portch,** chancellor of the University System of Georgia, has provided national leadership in the faculty roles and rewards agenda. Governor **Zell Miller,** of Georgia, perhaps the nation's leading education governor, has been invited to describe the innovative work being done to address faculty-related issues in the state. Plans also are being made for attendees to visit the **1996 Olympic Village** at Georgia Tech and important points of interest such as the **Martin Luther King, Jr. Center** and the **Carter Presidential Center.**

A conference preview detailing workshops, major sessions, speakers, and registration will be coming your way by the end of October. Until then, for more information contact Pam Bender (x56), program coordinator, AAHE Forum on Faculty Roles & Rewards, or see the Forum's call for proposals in the June 1995 *Bulletin.*

AAHE Staff

More Changes

Three new staff have joined AAHE in the past month. In a newly created position, **Mary Joyce,** marketing manager, will coordinate marketing for AAHE's books, membership, conferences, and new ventures. **Linda Lawrence** is now executive assistant to AAHE president Russell Edgerton. **S. James Guitard** is the new governmental relations advisor and **Eleanor Dougherty** is a new principal partner, both for the AAHE Education Trust.

(News continued on p. 20)

1995 Study Tour

AAHE Members Return From Zimbabwe

by Melvin Terrell

In early August, twenty-seven travelers (AAHE members and our guests) visited Zimbabwe on a study tour organized by AAHE and the AAHE Black Caucus. We spent most of our time in the capital city of Harare (pop. 600,000+), one of the most sophisticated in all of southern Africa — soaring skyscrapers, first-class hotels, museums, parks, and abundant transportation. Educational highlights included rich educational exchanges with officials at the University of Zimbabwe and at Syracuse University's Harare Center, and with the Zimbabwean government's higher education ministry. ■

Melvin Terrell is vice president for student affairs at Northeastern Illinois University. A former AAHE Black Caucus chair, he served as study tour coordinator.

Victoria Falls was magnificent — a roaring mile-wide cataract spanning Zimbabwe's northwest border on the Zambezi River. With its mist rising in the background, some of the group pose. AAHE staffers/tour leaders: **Lou Albert** *(standing fourth from right)*, **Elizabeth Brooks** *(kneeling, far right)* and husband **Ricardo** *(standing second from right)*.

An unanticipated visit to a rural village. The village chief *(third from the right)* greets our group at the gate.

I explore the 500-year-old stone ruins of Great Zimbabwe, once the capital of the Munhumutapa Kingdom.

Harare, the bustling capital of Zimbabwe.

At home on the dry savannah, an elephant wades at a watering hole in Hwange Game Park just 40 feet from our safari vehicle.

AAHE member Zimbabwe Study Tour participants: **Sheila V. Baldwin,** Columbia College; **Lonnie Sadberry,** Texas Southern University; **Rose G. Thomas,** University of Illinois; **Rosalind Morgan,** Chicago State University; **Roselle Wilson,** Rutgers, the State University of New Jersey; **Emily Moore,** Concordia College - St. Paul; **Johnetta C. Brazzell,** Spelman College; **Melvin R. Ramey,** University of California - Davis; **Felicenne H. Ramey,** University of California - Davis; **Lyle Woodward,** Ocean County College; **Jacquelyn Mitchell,** Scripps College; **Roland B. Smith, Jr.,** University of Notre Dame; **Jacqueline E. Woods,** City Colleges of Chicago; **Melvin Terrell,** Northeastern Illinois University

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Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus items of note ... do send me news ... email to tmarches@capcon.net.

PEOPLE: Lots of friends who've had both jobs tell me their move up to a presidency brought relief, that as chief academic officer they had higher work pressures, tougher cases, and less support . . . all best wishes, then, to new VPAAs **John Ostheimer** at UW-Parkside, **Art Ferrari** at Connecticut College, **Flavius Killebrew** at West Texas A&M, **Joseph Subbiondo** at Saint Mary's (CA), **Robert Koob** at Northern Iowa, and **Robert Griffith** at American. . . . Speaking of tough jobs and people their equal, **Judith Eaton** signs on as chancellor of Minnesota State Colleges and Universities, that July 1st merger of the state's regional universities, technical institutions, and community colleges. . . . Departing Illinois president **Stan Ikenberry** takes a turn as senior scholar at the Carnegie Foundation for the Advancement of Teaching, starting in January. . . . Assessment thinker **Barbara Fuhrmann** leaves Richmond (and VCU) for Baton Rouge, as associate dean of LSU's ed school. . . . Over the years dean **David Justice** helped make DePaul's School for New Learning a beacon for adult education . . . now he assumes a larger role within the university as VP for lifelong learning and suburban campuses. . . . A tip of the hat to another urban educator, **Gale Stevens Haynes,** provost of LIU/Brooklyn, who in six years reoriented her college to the Borough's immigrant communities and increased enrollment by 82%.

Eaton

Stevens Haynes

Greer

Myers

ACCREDITATION: The National Policy Board on institutional accreditation — it started as a broad effort to "reinvent" regional accreditation and wound up as a spat about setting up a new office in Washington — has gone quietly into the night. At a June meeting in Leesburg, VA, the association heads who founded the NPB passed the ball to a "work group" of some two dozen campus presidents, whose agenda seems to involve a reassertion of presidential control, especially over specialized accreditation. Look for a report from them later this month.

MORE PEOPLE: Had a good chat with **Darryl Greer,** exec for the NJ state colleges' governing boards, on sabbatical for a fresh look at issues of governance, finance, and productivity . . . and with **Diane Gillespie,** celebrated teacher at UN-Omaha, whose academic unit (the Goodrich Scholars Program) won the third all-university *departmental* award for teaching . . . which gets that faculty $25,000 for its own use in improving teaching. . . . On Nebraska's Lincoln campus, acting chancellor (and new AAHE Board member) **Joan Leitzel** has created a council of outstanding teachers to give leadership to improvement efforts. . . . Up in Massachusetts, longtime member **Rich Alpert** launches Amherst Educational Publishing to develop and bring to market materials for multicultural learning (800/865-5549 for flyer). . . . Another interesting career move: **Narcisa Polonio,** two college presidencies behind her, signs on as COO of Philadelphia-based Replication and Program Strategies, Inc., a foundation-backed nonprofit effort to identify social programs that work and get them implemented elsewhere. . . . Regards to **Samuel Myers,** retiring after 18 years at the helm of NAFEO (a public-policy voice for the historically black colleges and universities).

SERVICE-LEARNING: This town's national-service partisans are deep in gloom as Congress takes the axe to AmeriCorps . . . interesting that this has had almost no effect on the service-learning movement, which is campus-based and predominantly faculty-led . . . lots of reports this fall of rising student interest, disciplinary participation, new programs and networks, etc. . . . at AAHE, we've been glad to have Bentley's **Ed Zlotkowski** with us on sabbatical (see **AAHE News**) and thus the greater wit and agency to dig deeper into the phenomenon and help it achieve a stronger, lasting place in the academy. ■

(News continued from p. 16)

Forum on Faculty Roles & Rewards

FIPSE Grant

AAHE is pleased to announce that the Fund for the Improvement of Postsecondary Education (FIPSE) has awarded the Forum on Faculty Roles & Rewards a second three-year grant. It was FIPSE's support that made the Forum possible in the beginning, and it is FIPSE that will now enable AAHE to extend the work of the Forum and continue to give visibility, direction, and practical guidance to an emerging, nationwide reexamination of faculty priorities and the academic career.

This significant reaffirmation is a tribute to the accomplishments of faculty and administrative leaders on hundreds of campuses across the country who have collaborated in reexamining what counts as scholarly work, how that work is documented, evaluated, and relates to the fundamental purposes of our colleges and universities. The Forum will now be able to build on the momentum that has been established and advance a rapidly expanding faculty roles and rewards agenda.

National Office

Bulletin Invitation

Have you thought of submitting an article for publication in the *Bulletin?* The *Bulletin* looks for articles that attack problems in practical ways and offer fresh insight on issues. Topics currently on our wish list: learning-across-the-curriculum, adult learners, learning organizations, National Policy Board developments, and distance learning. Can't write it yourself? Suggest who can.

To receive the *Bulletin*'s author guidelines free by fax, call AAHE's Fax/Access service at 510/271-8164 and request item #11. To have the guidelines sent by mail, contact Kerrie Kemperman (x41), editorial assistant, at AAHE. ■

Important Dates

NASPA Teleconference on Students With Disabilities. *October 25*, 1:30-3:30 PM, ET.

6th National Conference on School/College Collaboration. Washington, DC. *October 26-29.*

- **Discount Hotel Rate Deadline.** *October 4.*
- **Early Registration Deadline.** Registration increases $20. *October 7.*
- **Registration Refund Deadline.** Requests must be made in writing and postmarked/faxed by the deadline. *October 7.*

4th Annual Conference on Faculty Roles & Rewards. Atlanta, GA. *January 18-21.*

1996 National Conference on Higher Education. Chicago, IL. *March 17-20.*

- **Proposal Deadline.** *October 20, 1995.*

1996 AAHE Conference on Assessment & Quality. Washington, DC. *June 8-12.*

- **Proposal Deadline.** *December 15, 1995.*

American Association for Higher Education

AAHE members receive free the ***AAHE Bulletin*** (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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AAHE Bulletin

NOVEMBER/1995

VOLUME 48/NUMBER 3

When Collaboration Is Cheating

Student Work and Academic Integrity

BY DONALD McCABE AND SALLY COLE

> “THE WAY I VIEW CHEATING IS THAT WE [STUDENTS] ARE ALL IN THIS TOGETHER, AND WE SHOULD ALL TRY TO GIVE EACH OTHER A HAND.”

A Second Try: Defining Assessment

BY TOM ANGELO

“Let’s Change Our Academic Calendar!”

Why You Should Resist the Urge

BY THOMAS TRZYNA

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■ CALL FOR BOARD NOMINATIONS

■ AAHE NEWS

■ BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In this issue:

"Where *does* the *Bulletin* get its feature articles?" Funny you should ask, because this month's features conveniently exemplify the ways we develop copy.

"Student Collaboration" began as a topic suggestion — in this instance, from the William and Flora Hewlett Foundation, which had recently made a grant to the Center for Academic Integrity. Impressed by the Center's mission, Hewlett was looking to help it increase its visibility. Director Sally Cole, of Stanford, and Prof. Donald McCabe, of Rutgers, dropped by for a visit, and we wound up inviting them to prepare an article. Which they did, as you can see beginning on the next page.

A second way is by over-the-transom submission, as was Thomas Trzyna's "Just Say 'No.'" Here the author had wrestled with a knotty problem and wanted to share with colleagues what he learned.

The third route is internal and AAHE staff driven. "Reassessing (and Defining) Assessment" was generated by AAHE Assessment Forum director Tom Angelo. Ruth Mitchell's article on standards in October and our September interview with Robert Putnam are two other recent examples. With these, we aim to draw your attention to AAHE activities and share work products from the special projects.

At their best, *Bulletin* articles — regardless of their origin — get right to the point, attack problems in practical ways, offer fresh insights on campus issues, include useful resources and contacts. Now here's the pitch: Have you thought about writing an article for the *Bulletin*? Or, more broadly, do you have a topic for an article? A suggestion for who might write it? We'd really like to hear from you.

To pass along a manuscript or a suggestion, call or fax me (x19) or Ted Marchese (x17). To receive the *Bulletin*'s author guidelines free by fax, call 510/271-8164 and request item #11; to have them mailed, contact Kerrie Kemperman (x41), editorial assistant, at AAHE. **—BP**

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3 **Student Collaboration: Not Always What the Instructor Wants**/help from the Center for Academic Integrity/*by Donald L. McCabe and Sally Cole*

7 **Reassessing (and Defining) Assessment**/a second draft from the AAHE Assessment Forum/*by Thomas A. Angelo*

10 **Just Say "No" to Calendar Change**/too much work, too much cost, too little benefit/*by Thomas Trzyna*

Departments

13 **AAHE News**/first voluntary leadership retreat, new book, FFRR conference preview, call for Board nominations, and more

15 **Bulletin Board**/*by Ted Marchese*

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STUDENT COLLABORATION

Not Always What the Instructor Wants

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Sally Cole is executive director of the Center for Academic Integrity, PO Box 7928, Stanford University, Stanford, CA 94309; sally.cole@forsythe.stanford.edu. She also is judicial affairs officer at Stanford.

—McCabe photograph© Dan Hamerman

by
Donald L. McCabe
and
Sally Cole

Increasingly, both faculty and students are recognizing the educational benefits of collaborative learning. AAHE has encouraged the trend through its 800-person CUE (Collaboration in Undergraduate Education) network. The Carnegie Foundation for the Advancement of Teaching suggests that students be required to work together on group assignments "to underscore the point that cooperation in the classroom is as essential as competition" (*Campus Life*, 1990, pp. 12-13). The business community and the larger society have sent repeated messages that collaboration and teamwork are valued activities. Corporations say they want to hire people who can work together in teams; students often agree, arguing also that they can learn more in groups.

The focus of this essay is on a different dimension of collaborative activity: i.e., when students collaborate on academic assignments where the instructor has specifically asked for individual work. The dilemma that students and faculty face is the large gray area that often exists between permitted collaboration and unpermitted collaboration. Within that gray area lie many behaviors that are acceptable to students but are viewed as dishonest by faculty.

Student Behavior

- In a 1992 survey, more than half of MIT undergraduates acknowledged that they had collaborated on homework assignments even when the instructor asked for individual work; copied homework assignments that would be graded; allowed other students to copy their homework; collaborated on the correct approach to assignments.

Fewer than one in five MIT students felt that collaborating on homework when this was prohibited was "serious." In contrast, three in five members of the MIT faculty believed that such collaboration constituted serious cheating.

- Similar findings were reported in a recent study of Stanford students and in a study of students at a large state university in the Midwest.
- In a 1990 survey of more than 6,000 students at thirty-one schools around the country, unpermitted collaboration on major written assignments was reported by more than one third of the students responding, and unpermitted collaboration was the only form of cheating that had increased dramatically compared with a similar survey conducted thirty years earlier. Indeed, while the prevalence of most forms of cheating on written work had remained steady or declined slightly, unpermitted collaboration almost tripled.
- A fourfold increase in unpermitted collaboration was noted over the same thirty-year period in a comparative study of almost 2,000 students at nine medium to large state universities. Forty-nine (49) percent of the students in this 1993 survey self-reported at least one incident of unpermitted collaboration. Only 17 percent of these students considered the behavior to be serious cheating, and 23 percent did not think it was cheating at all.

In sum, there is little doubt that unpermitted collaboration is pervasive on college campuses, that the incidence of unpermitted collaboration has increased dramatically in the last few decades, and that most students do not see such collaboration as a serious issue.

Faculty Perspectives

Student collaboration raises several difficult issues for faculty. Among the most difficult is the inherent conflict between the university's need to recognize collaborative work as a model that serves students well in their careers and lives, and the need to teach students to do their own, independent work. The conflict is heightened by the current generation of faculty having inherited an academic tradition of assigning individual grades that reflect individual accomplishment.

Collaboration is, and should remain, an essential element of the learning process, but so should teaching students to accept personal responsibility for their own academic work. Acknowledging the contributions of others to one's work product is a fundamental tenet of scholarship, and we should not be afraid to teach that lesson to the next generation of scholars.

Strategies That Work, And Those That Don't

Preventive. A number of techniques have been identified that can reduce or prevent unpermitted collaboration among students, including reducing the relative importance of assignments that are known to have a high potential for unpermitted collaboration (e.g., ungraded homework assignments perceived as busywork, time-consuming assignments given with only a short lead time for completion); giving students different term paper topics or different questions on take-home essay exams; requiring students to turn in work products on major assignments in stages (e.g., an outline, a bibliography, a draft); and minimizing individual assignments when the main thrust of a course is based on collaborative work.

However, a problem with these approaches is they focus on prevention and detection strategies. Although they may succeed, they teach students very little about personal responsibility. The primary message of such strategies is, "We can't trust you, and therefore we've devised assignments that make it difficult for you to cheat." That message conveys disrespect and presents a challenge to students' integrity — and they respond by finding ways around the safeguards.

Proactive. Proactive strategies, designed to motivate students to pass up opportunities to engage in unpermitted collaboration, present a different and interesting alternative. They assume that students are capable of ethical decision making and they encourage the development of those skills. Students are expected to learn the difference between acceptable and unacceptable assistance. As research shows, however, the line between the acceptable and unacceptable can be unclear. We should not assume that students are capable of precisely defining the boundary without clear faculty guidance.

A good starting point, and one often neglected, is a healthy discussion of the

"I see problem sets as a learning device, and for a lot of people talking is a good way to learn. Tests show you what you know. I feel no guilt about collaborating on a problem set, even when it is prohibited, but I would never cheat on a test."

"I consider cheating doing something that is clearly wrong, like copying a paper or test. I don't consider . . . collaborating with other people cheating. In the real world, that's called making good use of your resources and working well with people."

"My friends and I usually do our problem sets alone, but do compare final answers before we hand them in. I don't think that's academic dishonesty. Is it?"

topic at the start of each term. Such discussions help students to clarify the issue: to understand why collaboration is appropriate on some assignments and not on others; to understand how standards on collaborative work vary from one discipline to another; to understand how the expectations for individual versus collaborative work change as one moves to more advanced work in a field and engages in more in-depth research; and, in general, to understand why collaborative work is educationally valid in some settings and not in others.

Instructors need to be very clear about their expectations regarding individual versus group work, and they must provide a clear and convincing rationale for that distinction. Compliance is otherwise unlikely. Many factors encourage students to collaborate with their peers: It reduces the time needed to satisfy course requirements; it can enhance learning, as students share their experiences and talents with one another in a synergistic way; it provides students an opportunity to check the accuracy of their work. None of these is a trivial factor to a student trying to juggle a variety of priorities and still maintain a competitive GPA.

About the Center for Academic Integrity

Founded in 1992, the Center for Academic Integrity is a coalition of more than seventy colleges and universities in the United States, Mexico, and Canada. The Center's mission:

> The Center for Academic Integrity provides a forum to identify, affirm, and promote the values of academic integrity among students. This mission is achieved primarily through the involvement of students, faculty, and administrators from the member institutions, who share with peers and colleagues the Center's collective experience, expertise, and creative energy.
>
> There is no single path to academic integrity, and the Center respects and values campus differences in traditions, values, and student and faculty characteristics.

The Center's activities include:

- an annual conference, mailings, electronic communication, and presentations at other conferences and on campuses;
- encouraging and supporting research on factors that have an impact on academic integrity;
- developing a "fundamental standard" that defines the level of integrity that should be expected of all students in their academic work;
- helping faculty members in different disciplines develop pedagogies that encourage adherence to that fundamental standard; and
- showcasing successful approaches from schools around the country — policies, enforcement procedures, sanctions, and education/prevention programs.

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Professors who believe that students will follow their directions simply because they are the teacher will be consistently disappointed. Those who don't believe they need to be explicit concerning collaboration guidelines are even more likely to be disappointed. Like most people, in the absence of clear instructions to the contrary, students will generally take the path of least resistance and assume that collaborative work is acceptable. Professors should state the "rules" in their course syllabus and verbally remind students of their expectations at least once or twice more during the term. When collaboration is encouraged, or even permitted, this also should be made clear.

The strategy used by professor Eric Roberts in his computer science courses at Stanford presents an interesting model. Recognizing that students are likely to collaborate to some degree on any assignment they are given, he requires students to document any help they have received on an assignment and who provided it. Not only does this approach allow Professor Roberts to understand the true progress of individual students in his courses, it also teaches students the importance of acknowledging all of their sources in any academic work they submit. From a practical perspective, it has the advantage of moving the problem from the mire of unpermitted collaboration into the relatively easier domain of plagiarism. For someone trying to figure out whether a student's work is or is not individual, establishing whether sources have been correctly cited is much easier than determining whether two or more students collaborated without permission. Professor Roberts's approach also helps students understand that plagiarism can be just as much of an issue in technical courses as it is in a first-year English course.

Proving unpermitted collaboration raises another difficult issue for faculty. Students can be very creative in explaining why their work just happens to bear a striking resemblance to another student's in the same course. Although every faculty member probably has a favorite horror story, one of the most common is when students deny the charge and each accuses the other of copying the other's work.

Unless other evidence exists to prove that collaboration took place, or to establish who copied from whom, the truth is impenetrable. How does a faculty member determine where permitted cooperation ended and unpermitted collaboration began in a lab course, when students work together in pairs to gather their data but are required to write up their results independently? Are students allowed to discuss an essay assignment then do their writing independently? If so, how do faculty determine when such discussion crosses the boundary? In short, proving unpermitted collaboration is time-consuming at best, and often impossible. Most instructors find this very demoralizing.

But faculty must remember that collaboration is a difficult issue for individual students to resolve on their own and that in the absence of clear guidance, unpermitted collaboration will be widespread. Faculty have an obligation to help students work through this issue; it is a teaching opportunity that should not be lost. Students must learn to exercise responsibility for their own behavior, but faculty have a corresponding duty to help them.

A recent study by MIT of academic dishonesty provides guidance for faculty that may be appropriate on all campuses:

> Although many faculty report giving students guidelines about the limits of collaboration, this is not done consistently or explicitly enough. Most guidelines are oral. The best approach would include employing both oral and written guidelines, along with a discussion. Students may also need instruction in the methodology and art of collaborative learning. Collaboration is clearly helpful to learning and should be widely encouraged, but the limits of collaboration must be clear (Lipson and McGavern, 1993, p. 16). ■

Note

Much of the preceding, in particular our overview of strategies to reduce or prevent collaboration, is based on the summary recommendations of a group of students, faculty, and administrators who were members of a discussion group at the third annual meeting of the Center for Academic Integrity, held at Rice University in October 1994.

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Stern, E.B., and L. Havlicek. "Academic Misconduct: Results of Faculty and Undergraduate Student Surveys." *Journal of Allied Health* 15 (2) (1986): 129-142.

Also

Multimedia Integrity Teaching Tool Project

The MITT project is developing on CD-ROM an interactive computer program to provide students with computer-assisted instruction in issues of academic integrity (including collaboration). The developers hope to make the program available in late-1996; readers are invited to contribute suggestions and ideas. *Contact:* Patricia Keith-Spiegel, Department of Psychological Science, Ball State University, 317/285-8197.

REASSESSING (AND DEFINING) ASSESSMENT

by Thomas A. Angelo

Second draft definition

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.

What is *assessment*? I'm often asked, as I suspect other assessment advocates are, to provide a 100-words-or-less answer. But though we've talked about and struggled with assessment for more than a decade now, we've yet to come up with a widely acceptable definition. What I think we need — and I hope the AAHE Assessment Forum can provide — is a definition that: expresses the core educational values behind assessment; recognizes the need for improvement *and* accountability; and prompts campus teams to construct their own, more appropriate and useful "local" definitions.

So, in an April 1995 *Bulletin* article, "Reassessing Assessment," I proposed a first-draft definition and invited comments and suggestions from the network of practitioners who connect through AAHE's Assessment Forum. In response, more than forty readers wrote, emailed, or phoned. About half those messages were of the "I agree" or "Good idea, thanks" variety. The balance were detailed, substantive responses, suggesting everything from minor changes in wording, to major changes in content, to rethinking of premises, to entirely different approaches.

The following two pages display a few representative excerpts from the responses. Due to the limited space, they can only hint at the richness and complexity of the letters and faxes (sometimes several pages long) those excerpts represent. (Numbers in brackets key to the list of contributors on page 9.)

Five Common Themes

There was near total agreement among contributors that assessment should focus primarily on improving *student* learning — rather than on the broader, vaguer "higher" learning I had suggested.

That said, several writers also noted the importance of not limiting its focus to student learning *in the classroom*, of including the wide range of processes that influence learning:

> "[Assessment] must begin with the learning of the individual student in the individual classroom. . . . In addition, we must assess the effectiveness of advising, dispensing financial aid, providing library services and child care. . . ." [3]

Third was the value of a systems approach — understanding assessment as a *process embedded within larger systems* and as *a tool for organizational learning*.

Along these lines, there was also general agreement that we should use assessment more effectively to "focus our collective attention" at departmental and institutional levels. And several contributors advocated using assessment as a vehicle to *create linkages and enhance coherence* within and across the curriculum.

Managing the inherent tensions between *assessment for improvement and assessment for accountability* was a fifth major theme. While most respondents favored putting improvement first, all accepted the need for accountability: "Assessment for improvement is the only meaningful type of assessment: accepting responsibility for improving programs and services means being accountable to somebody" [6].

An old saw holds that a camel is a horse designed by committee. Given its multiple "parentage," the hybridized second draft definition above may not be a thoroughbred, but I hope it will prove to be a hardy, useful workhorse. My goal in offering it is *not* to arrive at a final, "camelized," one-size-fits-all definition. Rather, I hope the thoughtful contributions that informed it, partially revealed by the next two pages, will generate further discussions on campuses and in departments. To the extent that this revised, 92-word definition succeeds, the contributors deserve the credit. Please direct any comments, criticisms, and suggestions to me. ■

Thomas A. Angelo is director of the Assessment Forum, at the American Association for Higher Education.

Just some of the response . . .

Perhaps "focusing our collective attention" could instead be "focusing our collective attention as campus communities." **[13]**

I would add two items under "examining our assumptions." First, . . . the assessment process requires us to examine our assumptions about teaching and learning. . . . Second, [it] helps us to clarify issues of professional ethics and professional responsibility at all levels of the institution. [6]

Is assessment *part* of an improvement system or, as the draft implies, *the* improvement system? . . . The draft definition may be making extravagant claims when it implies that assessment (without any reference to structure, principles, and practices) can create a shared academic culture. [1]

I'm very uncomfortable with "continuously improving." . . . Isn't anyone going to at least mention the Enlightenment assumption here about human perfectibility? . . . I don't think that we know that there aren't ceilings to what all students can attain. This is not a form of resting on the oars; it's a way of saying that no matter how innovatively we row, or how hard, there may be students we won't help arrive, and there may also be a limit, in some respects to what any student can achieve in a given time. . . . Yes, we can improve what we do, but no, the implication that whatever we do will never be enough is profoundly distressing and inhibiting. [2]

First draft definition

Assessment is a means for focusing our collective attention, examining our assumptions, and creating a shared academic culture dedicated to continuously improving the quality of higher learning.

Assessment requires making expectations and standards for quality explicit and public; systematically gathering evidence on how well performance matches those expectations and standards; analyzing and interpreting the evidence; and using the resulting information to document, explain, and improve performance.

— *AAHE Bulletin*, April 1995, p. 11

I would prefer to see the second sentence . . . [give] equal weight to providing diagnostic information and gathering evidence on how well performance matches standards. The best kind of assessment combines these two emphases and does not require a "second round" to get at meaningful analysis and interpretation of data. [9]

Information most helpful to . . . continuous improvement . . . is comparative. . . . I would then suggest the insertion of the words "comparative and relevant" between "requires making" and "our expectations and standards for quality." [5]

Why is there no mention of the *student* . . . ? We believe that at the heart of any definition should be *student learning.* [1]

I think the word "student" needs to become an *explicit* part of the definition. [13]

I would suggest . . . an explicit mention of improving . . . student learning in the definition. [14]

I would like the definition . . . [to recognize] that assessment is "student centered" and that institutional outcomes objectives "add intellectual design to student learning" by connecting and integrating knowledge and skills mor explicitly into a unified whole. That is its potential power and intellectual beauty. [11]

The phrase "of higher learning" . . . bothers me the most. Do you mean ". . . the quality of learning in higher education"? . . . Does it mean higher in the Bloom *Taxonomy,* or critical thinking, or in college, or what? [10]

My first suggestion is that . . . "higher learning" . . . be broadene to "higher education." [9]

We certainly endorse making standards explicit and public, although we might be inclined to talk about *criteria* rather tha *standards.* [1]

How about adding a phrase at the end ". . . improve performanc and enhance development, both in and out of the classroom." [6]

Other approaches

It seems to me that . . . your draft definition is rather a gloss, or even a mission statement, for assessment rather than a definition. I would suggest using Ted Marchese's definition ["the systematic gathering, interpretation, and use of information about student learning for purposes of improvement"] but modifying it to conclude ". . . for purposes of continuous improvement and documented accountability." You could then go on from there with your own sentences, which would form an appropriate statement of "how's" after the "what" of assessment. **[8]**

Assessment is a critical process of organizational learning . . . [It] focuses organizational attention on the processes and outcomes of student learning, forcing the examination of assumptions about inputs, outputs, and the design of systems. . . . [It] creates a culture of continuous improvement of people, processes, and performance. **[4]**

Assessment is an ongoing process, which, if appropriately designed and implemented, will be an integral part of the instruction that takes place in the classroom. Assessment must be designed to address every level of cognitive ability and should be developed horizontally (i.e., department or college level assessment) and vertically (i.e., student to professor to college to university established outcomes). The evidence should show "how well performance matches. . . ." **[7]**

On the one hand . . .

Recently I received a letter from someone who wrote, "I have read Tom Angelo's definition of assessment . . . and he seems to be confining the definition to classroom learning." . . . I do not see that you have left out . . . program and institutional effectiveness. On the other hand, those aspects of assessment are not explicitly addressed. **[3]**

A few suggestions: "Assessment is *an ongoing strategy* for focusing *an institution's* collective attention *by* examining *its* assumptions. . . . Assessment requires *not only establishing standards but also* making the expectations . . . gathering evidence on how well *actual* performance. . . ." **[12]**

. . . But on the other

The definition . . . does seem to place a priority on program or institutional assessment. . . . Thus, [it] is not as broadly encompassing as might be intended. . . . Assessment of students to provide individual feedback, and evaluation that results in further learning, is central. **[1]**

A remaining question

Finally, what is the role of *judgment* in assessment? . . . The significant judgment process for interpretation of evidence and for making decisions is inferred and not made explicit. . . . It does not note the centrality of making judgments at the student, department, and broader levels; it does not clarify who is involved nor the processes that help create meaningful judgments. . . . Our experience is that a major influence in creating a coherent curriculum is the development of a community of judgment. **[1]**

Contributors

[1] Alverno College Team: Mary Diez, chair of the Education Division; **Austin Doherty,** vice president for academic affairs; **Georgine Loacker,** chair of the Assessment Council; **Marcia Mentkowski,** director of the Research and Evaluation Office; **Kathleen O'Brien,** academic dean; and **Tim Riordan,** professor of philosophy

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[3] Trudy W. Banta, vice chancellor for planning and institutional improvement, Indiana University Purdue University Indianapolis

[4] John R. Barker, research associate, University of Mississippi Medical Center

[5] Richard M. Bernard, executive vice president for academic affairs, Niagara University

[6] Deborah A. Fordham, student assessment coordinator, West Virginia State College

[7] Lawrence R. Kellerman, assistant professor of elementary teacher education, Bradley University

[8] Edward C. Knox, vice president for academic affairs, Middlebury College

[9] Alan S. Krech, associate commissioner, South Carolina Commission on Higher Education

[10] Patricia D. Murphy, dean for assessment and institutional research, North Dakota State University

[11] Norman R. Muir, assistant academic dean, Keuka College

[12] Daniel J. Phelan, vice president, Western Nebraska Community College

[13] Monika Springer Schnell, graduate assistant, University of Maryland-College Park

[14] Étienne Tétrault, secretary, Commission of Evaluation of College Education (Commission d'Évaluation de l'Enseignement Collégial), Government of Quebec (Canada)

JUST SAY "NO" TO CALENDAR CHANGE

It's too much work . . . too much cost . . . too little benefit.

by Thomas Trzyna

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Changing calendar — from quarter to semester, or the other direction — often looks like a cure for institutional ills. But are the costs and disruption worth it?

Having worked with two midsized private universities (Seattle Pacific University and Seattle University) now coming to the end of their latest review of the topic, and having reviewed the literature and talked with two consultants who have tracked the course of calendar changes over the years, I conclude they are not.

I found only a few colleges that had published reports on calendar changes — and, curiously, no long-term follow ups. So a compact polemic against changing calendars might help some administrators and faculty to short-cut the process of thinking through the costs.

Untangling the Arguments

The burden of this polemic can be summarized in two points:

- Calendar change carries greater economic and human costs than the limited literature suggests.
- Focusing institutional effort on specific goals is a better approach to improvement than hoping that changing calendars will bring with it a host of subsidiary benefits.

Let's look, then, at the reasons — pedagogical and otherwise — commonly given to justify a calendar change.

Pedagogical. A change back to semesters is commonly urged for the pedagogical reason "semesters provide a longer period of time for reflection and learning." The literature, however, offers no empirical evidence of such pedagogical superiority.

Still, this intuitively attractive argument might be true if two conditions obtained. First, students would have to carry a limited course load. Some colleges that contemplate changing to semesters plan to ask students to go from three 5-credit quarter courses to five 3-credit semester courses. Where is the leisure in a five-class load, either for students or faculty?

The second condition follows: The curriculum would need to be redesigned to make more selective choices of what students must learn in four years of study.

In the background of the calendar debate is the often unstated belief that learning well is better than learning lots. But if that is the root rationale, wouldn't it make as much sense to focus efforts there? By developing lists of essential departmental learning objectives, for example? Or to focus on the objectives of individual classes and ask, as some biologists are, what are the key ideas that students should learn in depth, even if that means cutting back on the sleet of facts to which their students are now exposed?

The desire for time for reflection can be satisfied in another way, too, by changing the weekly schedule so that courses in some disciplines are taught in longer classes on alternate days.

Both quarter and semester calendars would benefit from deeper thought as to scheduling and pace. Quarters may seem rushed, but a common complaint in the literature is that semester-long courses are plagued by a "dead time" that hits in about the eighth or tenth week, leading to poor attendance, the assignment of long research papers with "time off" from class for library work, and so on.

Some universities on the semester system have responded to the problem of excessively long courses by initiating half-term courses, which bring with them many of the difficulties that semesters are supposed to prevent: frequent and expensive registration periods, complex scheduling, and rushed learning.

Some colleges that have changed to semesters have found that the continuing education market, in particular, demands half-term courses. Continuing education students prefer the quicker pace, and students whose employers reimburse them only after completion prefer a shorter wait to paying off that charge on the credit card. This is a good place to note a common reason for adopting a calendar that starts in August and ends in early May: Students can get into the summer job market earlier than their peers at other colleges.

So, faculty support for longer terms focuses on the value of leisurely thought; student reasons for preferring a different schedule focus on economics.

A final pedagogical argument given for calendar change, in any direction, is "a change in calendar is the only way to deal with weeds in the curriculum." Said another way: "If pockets of weeds are visible in the garden, then apply weed-killer to the whole lawn." But two problems arise.

First, it is wasteful to ask well-managed departments to rebuild everything just to target a few areas. Second, weeds have deep roots and are well-adapted to survive; in the overwhelming work of a calendar change, the weeds will find a way to hide and grow again. Instead, academic managers should work directly with problem departments, rather than hope that a general revolution will cure what ails a college.

Programmatic. At the departmental level, calendar change requires the re-creation of every course.

Moving from semesters to quarters could feel like a burst of freedom, since the total number of offerings can increase by 50 percent, opening the possibility of many specialized courses, longer lists of options in general education, and other mixed blessings. Changing from quarters to semesters could force a reduction and consolidation of courses.

In the liberal arts, the latter prospect is not particularly daunting. Whether the year-long sophomore class in English literary history is cut at two points or one is of little significance. Readjusting the sequences of biochemistry and physiology for pre-meds is more likely to be complex, especially where the quarter system has allowed compact, specialized courses to fit into a tight matrix of prerequisites and degree requirements.

And not only the classes themselves but their associated faculty schedules and offering times must be reconsidered. Anyone who has changed the day and time of a course required by several majors knows the chaos that can follow.

Weeds have deep roots and are well adapted to survive; in the overwhelming work of a calendar change, the weeds will find a way to hide and grow again.

These changes, in turn, must lead to adjustments in the requirements of majors and minors. If one new course replaces two old ones, or if the change leads to a decision to offer a new specialty or to cut old ones, then for the next three years a system of special advising and petitioning must be in place to help students who entered under one system but will graduate under another.

Timing. University wide, a calendar change brings many challenges, which become still greater if the university proposes to also change the date the first term begins. The traditional semester schedules final examinations after the winter break. This is less popular than the early semester, which begins in late August rather than late September. But changing from a September start to an August start creates more problems than most university reports have described.

First, there is the matter of faculty compensation. A university that contracts faculty for nine months but pays over twelve, and that opens its doors in late September, issues its first paychecks on October 1 and its last on September 1. Moving to an earlier start means that in the first year of the new schedule, faculty would report to work on August 1, and on September 1 would receive two checks — the final check of the previous year's contract and the first check of the new one.

This is wonderful for faculty, but it complicates cash flow for the institution. Changing the other direction, from early semester to quarter, could conceivably create the opposite problem — a month without a check. More likely, faculty would teach on the new basis but hold contracts on the old schedule.

These monetary considerations merely point to a related issue: Where will faculty find the time to carry out all the changes, and how will they be compensated for the effort of completely revising the curriculum?

Second, an earlier start means that student recruitment schedules need to be reexamined, particularly by less-selective colleges that admit students well into September and count on late admissions to meet their budget.

At the same time, a change to an August-to-December term can increase several costs dependent on the region of the country that are difficult to estimate. The total number of student board-days will vary, and the number of weekends that students are in residence can easily increase the cost of utilities and food service. Heating and air-conditioning costs will also change, particularly if the region is very hot in August but cooler in September, and if students board later into December to complete an early semester. Student health clinic costs also rise when a term runs longer into cold December weather.

Advocates of semesters argue that these costs can be balanced by savings in many central business functions, such as registration and financial aid, because students will register fewer times and need other business services less frequently. Such savings are very likely in smaller, rural colleges that do not offer extensive continuing education programs. But urban universities with large continuing education, off-campus, and distance-learning programs register students almost every day of the year and cannot contemplate the ideal of shutting down the registration and business offices between terms.

Two final timing considerations are the scheduling of summer school and faculty vacations. If teacher education is an important market, an August start means that summer school must be squeezed into the period beginning after the date that K-12 teachers go on vacation (typically mid-June) and ending at least two weeks before the Fall term.

Since early semester programs end in mid-May, the period from mid-May to mid-June then becomes the longest dead time of the year. Faculty who teach in summer school can vacation then, and it becomes the best time for major campus renovation projects. For some regions, this schedule is ideal; in other regions August offers better weather for both vacationing and outdoor repairs. In the Northwest, for example, May and June are often rainy, while August's weather is not.

Articulation. Finally, colleges should probably stay on the same schedule as their major feeder institutions. If the local community colleges are on semesters, then semesters are a reasonable choice for a four-year college that depends heavily on their transfer students. If the feeder community colleges are on quarters, an early semester might be almost as good as a quarter system, since both systems have an entry point in January.

Articulation with the state's teacher education system is also a consideration; if the state uses quarter CEUs, then the college's database or transcripting system must provide that currency, whatever calendar the college chooses.

Balancing Benefits, Calculating All the Costs

The overall cost of a calendar change is difficult to estimate, but at least the following factors should be calculated.

During the first year of a change, the few cases reported in the literature suggest, a college will lose between 2 percent and 10 percent of its students. Losses will be lowest where a college has a traditionally high retention rate and excellent public relations. Otherwise, students will choose another college whose schedule is more convenient to their summer jobs, or they will simply turn up at the wrong time, or they will fail to come back for other reasons.

Retention, however, tends to improve in a change to a semester calendar, because students then have only one chance to drop out: Abandoning the quarter system means abandoning the Spring quarter's typical drop in enrollment. Improvement in retention varies from 2 percent to 10 percent in the few cases cited in the literature.

Here again, if the college's goal is to improve retention, is a calendar change the best approach? I think not. Wouldn't a comprehensive plan specifically aimed at increasing retention of specific groups be preferable?

The first step to any decision is to calculate the costs — in enrollment losses, salary, utilities, whatever. And to weigh against these costs any potential increase in retention, with a monetary payback period estimated by a few colleges at between five and ten years.

One way to state the "bottom line" is this: A calendar change is worth it if:

- your institution's major feeder colleges are also changing;
- convincing evidence exists that better retention will outrun losses (especially of adult learners);
- transitional costs are affordable;
- the payback period is reasonable.

Moreover, an earlier term will enable students to enter the summer job market early and get the jobs they need to pay their escalating tuitions.

Perhaps more important is the bottom line in pedagogical and human terms. One small state university (7,000 FTE) estimated that the direct costs of change would be only $326,000 — a figure that seems extremely low, and certainly doesn't account for the imponderable cost of asking a faculty and staff to devote their energies to that process rather than to advising, teaching, scholarship, or other duties.

Another small university (3,200 FTE) estimated that the direct and indirect costs of transition, including extra faculty and staff compensation, direct administrative and capital costs, additional student costs, and a conservative estimate of lost revenue, would add to between $2 million and $3 million.

Now if a donor offered you a gift of $3 million, where would it be most wisely invested? In a calendar change, on the chance that it would renew the curriculum, increase retention, or improve student learning? Or in faculty scholarship, better laboratories, improvements to specific programs, student recruiting, better advising, or outcomes assessment? The answer seems clear. ■

Useful Resources

(ERIC microfiche numbers in parentheses)

"Academic Calendar Task Force, Report to the President, College of DuPage, 1992." Glen Ellyn, IL: College of DuPage, 1992. (ERIC DOC HE 025 857/ ED 349 927)

Coleman, Daniel, et al. "Academic Calendar Change Impact on Enrollment Patterns and Instructional Outcomes," AIR 1983 Annual Forum Paper, Association of Institutional Research, Toronto, Ontario, May 1983. (ERIC DOC HE 016 505/ED 232 581)

Puyear, Don. "Semesters, Enrollment, and Retention: The Effect of Converting From Quarters to Semesters on Enrollment and Retention in the Virginia Community College System," Virginia State Department of Community Colleges, Richmond, August 1989. (ERIC DOC ED 308 918)

Quann, C. James. "Washington State University Project Committee on Academic Calendar." Washington State University, Pullman, Washington, April 1973.

Walz, Orville C., et al. "The Process of Calendar Conversion." *College and University*, Summer 1977, pp. 725-734.

AAHE NEWS

Staff phone extensions in parentheses.

National Office

Strengthening AAHE's Voluntary Communities

A Saturday retreat on September 9th in Washington, DC, the first-ever of its kind, brought the elected leaders of AAHE's voluntary communities (caucuses, networks, and issue-based groups) together with AAHE's national office staff and a subcommittee of AAHE's Board of Directors.

The retreat grew out of concerns, raised by the chairs of AAHE's American Indian/Alaska Native, Asian/Pacific, Black, and Hispanic Caucuses, but shared by all of AAHE's various voluntary communities, about wider participation in the work of the Association. AAHE now sponsors not one but *four* annual national conferences. How can the caucuses and other groups contribute to those programs? How can AAHE's interest groups keep up with opportunities to participate in AAHE's governance, such as the nomination process for the Board? How can interest groups raise issues that should be at the center of AAHE's agenda?

With AAHE's Board Chair, **Diana Natalicio,** presiding, the retreat was organized to accomplish three purposes. First, AAHE's voluntary community leaders met in small group sessions with AAHE's staff, learning the details of AAHE's regular and special programs: their purposes and directions, the timing and agenda of their conferences, and other opportunities for participation. Second, retreat participants went over AAHE's governance, policies toward voluntary communities, and the kinds of support the national office can provide. During this portion of the retreat, many of the voluntary leaders considered particular initiatives for outreach and membership development.

Finally, the retreat became a general forum for the voluntary leaders to raise issues that they felt should be at the center of AAHE's agenda. Among the numerous issues raised, number one on their minds was what contribution AAHE might make to the national debate about affirmative action (see p. 14).

The result: All participants left feeling much better connected to AAHE and unanimously recommended that this AAHE leadership retreat be held on a regular basis each September.

In addition to **Diana Natalicio,** Board members attending the retreat were **Barbara Leigh Smith** (chair-elect of the Board) and **Roberta Matthews.** The caucuses were represented by **Michael Pavel** (American Indian/Alaska Native Caucus), **Michael Ego** and **Joe Julian** (Asian and Pacific Caucus), **Lillian Poats** (Black Caucus), **Estela Lopez** (Hispanic Caucus), and **Felicenne Ramey** (Women's Caucus). Special-interest groups were represented by **Gail Mellow** (Community College Network), **Roberta Matthews** (Collaborative Learning Action Community), and **Joe Flynn** and **Karen Markoe** (Faculty Senate Network). Representing pilot efforts to generate AAHE activity at the state level were **Howard Altman** (Kentucky) and **John Gardner** (South Carolina).

Board of Directors

Call for Nominations

AAHE invites you to nominate candidates now for the 1996 Board of Directors election to be held next spring. A nominating committee, headed by Past Chair **Helen S. Astin,** will consider the names submitted and select the final election slate.

The following offices are open for nominations: *Vice Chair*, to be Chair in 1998-1999, and *three regular positions*. Each office carries a four-year term.

To submit a candidate for consideration by the committee, send his or her resume and a letter describing the contribution the nominee would make to AAHE and its Board. All nominations should be addressed to Linda Lawrence (x24), executive assistant to the president, at AAHE. Nominations must be received no later than *December 1, 1995*.

AAHE Technology Projects

Regional Workshops

The Teaching, Learning & Technology Roundtable (TLTR) Program is hitting the road with its TLTR Regional Start-up Workshops. Organized and conducted by AAHE but hosted by a local campus, the Start-up Workshops train and assist individual campuses in developing their own campuswide planning and support systems and in working on related projects with other institutions. Start-up Workshops offer planning and training for a successful launch and first year's activities.

If your institution is interested in hosting or cosponsoring a TLTR Start-up Workshop, or you would like more information about AAHE's Technology Projects, please contact Ellen Shortill (x38), program coordinator, at SHORTILL@CLARK.NET

News continued on p. 14

News continued from p. 13

Forum on Faculty Roles & Rewards

Conference Preview

Wilson

Portch

Shulman

Miller

Massey

"Faculty Careers for a New Century" is the central theme of AAHE's **4th Annual Conference on Faculty Roles & Rewards,** *January 18-21, 1996*, in Atlanta, GA. Plenary speakers will include **Linda Wilson,** president of Radcliffe College, who will address the conference theme in light of her work in the sciences and with women faculty. **Stephen Portch,** chancellor of the University System of Georgia, will give the keynote address, and **Lee Shulman,** professor of education, Stanford University, will challenge you to evaluate and reward teaching in new ways. Georgia Governor **Zell Miller,** perhaps the leading education governor in the nation, has also been invited to speak. The closing plenary will feature **Walter Massey,** president of Morehouse College and former director of the National Science Foundation.

Much of the conference will focus on the academic department. **William Massy** will share the results of the major faculty workload study being conducted at the Stanford Institute for Higher Education that points to the department as the fulcrum for change. **Daniel Goroff,** Harvard University, will lead a case-based workshop on taking collective responsibility as a department, with mathematics as the disciplinary example. **Zelda Gamson,** and others from NERCHE, will present a session on "The Voices of Department Chairs: Bulletin From the Front Lines." **Daniel Bernstein,** University of Nebraska, will report on "Departmental Implementation of the Peer Review of Teaching."

Technology, learning, and the changing role of faculty will be featured, led by **Steve Gilbert,** director of AAHE's Technology Projects, and **Stephen C. Ehrmann,** the Annenberg/CPB Projects. Another feature will be the theme "Can We Build a Collaborative Culture?" including case studies from the University of Cincinnati (president **Joseph Steger** leading the team) and Kent State (with provost **Myron Henry** and Faculty Senate representatives). Private college and universities will share their struggles with rewarding the faculty role in institution building.

The tenure discussion will be updated, with reports from statewide deliberations in Florida and Arizona. Advances in post-tenure review also will be reported. The professional service and outreach role of faculty will receive special attention, as well, led by **Ira Harkevy, Ed Zlotkowski,** and **Ernest Lynton,** who will share their work and examples from Penn, Rutgers, Portland State, and Wisconsin. **William Sullivan,** author of *Work and Integrity*, will present on the topic of the professor as professional.

All AAHE members will receive the conference preview (which includes registration and hotel forms) during November. Register early! The Early Bird deadline is *December 16* (save $30); the deadline to register by mail is *January 8*. For more information, contact Pam Bender (x56), program coordinator, AAHE Forum on Faculty Roles & Rewards; aaheffrr@capcon.net

Important Dates

1st Midwestern Regional TLTR Start-Up Workshop. Hosted by Indiana University Purdue University Indianapolis. Indianapolis, IN. *November 15-16.*

1st Southeastern Regional TLTR Start-Up Workshop. Hosted by Nicholls State University and Xavier University. New Orleans, LA. *December 1-2.*

1st Western Regional TLTR Start-Up Workshop. Cosponsored by WICHE (Western Interstate Commission for Higher Education). Reno, NV. *January 9-10.*

4th Annual Conference on Faculty Roles & Rewards. Atlanta, GA. *January 18-21.*

- **Early Bird Registration Deadline.** *December 16.*
- **Mail Registration Deadline.** *January 8.*
- **Registration Refund Deadline.** *January 8.*
- **Team Registration Deadline.** *January 8.*

1996 National Conference on Higher Education. Chicago, IL. *March 17-20.*

- **Early Bird Registration Deadline.** *February 23.*
- **Discount Hotel Rate Deadline.** *February 22.*

Mid-South Instructional Technology Conference. In cooperation with AAHE's TLTR Program. Cohosted by Middle Tennessee State University and Southeast Missouri State University. Murfreesboro, TN. *March 31 - April 2.*

1996 AAHE Conference on Assessment & Quality. Washington, DC. *June 8-12.*

- **Proposal Deadline.** *December 15, 1995.*

2nd Annual AAHE TLTR Summit Seminar. "Education, Technology, and the Human Spirit." *July 1996.*

National Office

Affirmative Action

Close on the heels of AAHE's voluntary leadership meeting, AAHE's Board of Directors convened September 21-22 and devoted two major discussion sessions to the topic of affirmative action. **Martin Michaelson,** a partner in the law firm of Hogan & Hartson, was the featured guest speaker. Author of a recent *Chronicle* Point of View essay, "Building a Comprehensive Defense of Affirmative-Action Programs," Michaelson developed his thesis that there is much work to be done to develop the *educational* rationales for affirmative action — especially the relationship between university missions and admissions policies.

Returning to the topic the following morning, the Board endorsed — and further devel-

News continued on p. 16

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus items of note . . . do send me news!

PEOPLE: A salute to **Bob Atwell** on his announced stepping down from the American Council on Education presidency December 1996 . . . ACE board members tried to talk him into staying, but Bob knows his mind and the decision stuck . . . during his dozen-year term, Bob has championed student aid and minority advancement and taken on tough issues like reform of accreditation and intercollegiate athletics. . . . Two of the three Harold W. McGraw Jr. Prize in Education winners this year are much-appreciated AAHE members: Carnegie Foundation president **Ernest Boyer** and **Mary Diez,** dean of education at Alverno. Bravo!

TENURE: Wryly, I note in retrospect, AAHE leaders thought last year that a quiet, careful study of tenure, set in a context of "new dialogue about faculty careers," might be a helpful contribution; thus our "New Pathways" project, led by an ever-thoughtful **Gene Rice.** Through calendar 1995, however, tenure exploded into a hot-button issue, with arguments, even confrontations popping up across university campuses and statewide boards of regents. All parties, of course, call AAHE in a search for support. Indeed, notes Gene, "We're being pressed for information and analysis that we've barely begun to develop. Maybe we should we have started this project two years ago."

MORE PEOPLE: Very best wishes to **Eduardo Padron,** tapped to succeed **Bob McCabe** as Miami-Dade's district president. . . . Meanwhile, California's Glendale CC taps the head of Miami-Dade's medical campus (and AAHE Board member), **Tessa Martinez Pollack,** for its presidency. . . . My friend **Nancy Hoffman** leaves Temple to become executive assistant to the president of Brown, January 1st. . . . The Ford Foundation has funded **Bruce Johnstone**'s launch of a Learning Productivity Network out of his offices at SUNY-Buffalo . . . info from 716/645-6635 . . . Bruce is helping us design a set of panels on the topic for the next AAHE National Conference (March 17-20, Chicago). . . . Former AAHE colleague, now Teachers College faculty member **Lee Knefelkamp** passes the word that she's "feeling better and recovering well" after her recent surgery. . . . The word back at Teachers College is that new prexy **Art Levine** has done a bang-up job, highlighted by the faculty's decision (unanimous!) to completely reorganize programs of study in the institution . . . not incidently, Art's latest book (with **Jana Nidiffer**), *Beating the Odds: How the Poor Get to College* (Jossey-Bass) is one of the best you'll read this fall. . . . Also recommended: a seven-page statement that says a lot, "The Role of Universities in K-12 Education," from the American Academy of Arts and Sciences . . . fax requests to AAAS at 617/576-5050.

NOTABLE: I know not many of us have time to read professional books these days, but I wanted to mention three recent ones that I found of value. . . . **Daniel Seymour** has been the bright light in an often pedestrian CQI literature . . . try his *Once Upon a Campus* (ACE/Oryx) for an easy-to-read mix of campus stories and useful questions. . . . Rutgers professor **Brent Ruben** lifts the CQI literature up a notch with the 21 essays he collects in *Quality in Higher Education* (Transaction). . . . And, finally, a solid report on a topic all-too-attractive to legislators these days (but so vexing for the rest of us): *Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education* (ASHE/ERIC), by Gerald Gaither, **Brian Nedwek,** and **John Neal.**

FOR YOU: My colleagues here always look for ways to enhance the value of your membership in AAHE . . . some of the conference flyers, book announcements, etc. that reach you come from our (selective) lending of mailing lists to others . . . later this month, by arrangement with the U.S. Department of Education, all members will receive a copy of ED's *The New College Course Map*, a close look at student course-taking and achievement over the years 1972-93, written by **Clifford Adelman.** . . . Also, I've arranged — courtesy of CyberMark and TIAA/CREF — to make copies of **Michael Dolence** and **Donald Norris**'s 100-page *Transforming Higher Education: A Vision for Learning in the 21st Century* available free to the first 200 AAHE members who fax me a request . . . send your name, address, 7-digit membership number (see *Bulletin*'s mailing label) to me at 202/293-0073. . . . You're welcome! ■

News continued from p. 14

oped — the view that AAHE's distinctive role might be to work on the educational rationales and issues that undergird the debate. Is merit, for example, something that should be viewed independent of issues of fit between students and institutions? If we believe and say that students benefit from a peer culture that is itself diverse, how can we document that benefit?

The Board also discussed possible AAHE vehicles for action: conference presentations, publications, special projects, etc. The Board concluded that besides sponsoring sessions at AAHE's upcoming conferences, *Change* magazine was AAHE's best vehicle for contributing to the debate. President **Russ Edgerton** and VP **Ted Marchese** (senior editor of *Change*) are taking the lead on this project.

Publications

School/College Guide Released

How about 2,300 school/college partnerships at your fingertips? Completely updated and expanded, the second edition of **Frank P. Wilbur** and **Leo M. Lambert**'s national directory, *Linking America's Schools and Colleges*, is "an indispensable source of ideas and contacts."

Linking features short descriptions of 1,100 successful partnerships, covering goals, activities, structure, and funding; plus contact information for 2,300+ partnerships.

This edition of *Linking* (470 pp.) is copublished with Anker Publishing Company, Inc. Single copies of the book are $50 each for AAHE members, $55 for nonmembers, plus 8% shipping. To receive the member price, provide your 7-digit member number (printed on each *Bulletin* mailing label). Discounts on two or more copies are available by calling 508/779-6190. To order, send an institutional PO, check, or Visa/MasterCard to Anker Publishing Company, Inc., c/o Publishers Business Services, PO Box 390, Jaffrey, NH 03452-0390; ph/fax 603/532-7454.

AAHE Assessment Forum
AAHE's Quality Initiatives

Call for Proposals

It's time to start thinking about workshops, sessions, and/or commissioned papers you would like to propose for next summer's **11th AAHE Assessment & Quality Conference,** *June 8-12*, in Washington, DC. The theme of the 1996 conference is "What Works? Learning From Success (and Avoiding Pitfalls)."

The conference will offer a rich variety of presentations that respond to the following question: What specific assessment and quality approaches work — for whom, when, where, how, and why — in improving learning?

As always, proposals that go beyond these topics are also welcome. But, get your proposals in soon, the deadline is *December 15, 1995*.

For more information on AAHE's Assessment Forum, contact Liz Lloyd Reitz (x21), project assistant; elloyd@capcon.net ■

American Association for Higher Education

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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AAHE Bulletin

December/1995 Volume 48/Number 4

A Special Issue

DISTANCE EDUCATION

The Options Follow Mission

BY SUSAN ROGERS

E=MC²
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Speaking Out Freely

BY NORMAN COOMBS

New Bytes Need New Bottles

BY EDWARD WHITE

PLUS: GLOSSARY . . . RESOURCE LIST . . . AND ESSAYS BY STEVE GILBERT, CHRISTINE MAITLAND, BILL O'NEILL, AND RACHEL HENDRICKSON

AAHE NEWS

TWO NEW BOOKS

BULLETIN BOARD by Ted Marchese

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DISTANCE EDUCATION
a special issue

3 **Why Distance Education?**/foreword/*by Steven W. Gilbert*

4 **Distance Education: The Options Follow Mission**/an introduction to the topic/*by Susan M. Rogers*

Plus:

- **What Does "Distance Education" Look Like?**
- **A Distance Learning Glossary**

9 **Resources for Learning About Distance Education**/some publications, journals, online discussion lists, online journals, WWW sites, software, and projects

11 **Giving Distance Learning a Try**/two faculty tales

- **Speaking Out Freely**/*by Norman Coombs*
- **New Bytes Need New Bottles**/*by Edward M. White*

Plus: essays by Christine Maitland, Bill O'Neill, and Rachel Hendrickson

15 **On Issues of Intellectual Property**/some resources, plus an essay by Rachel Hendrickson

16 **Questions for Discussion**/*by Steven W. Gilbert*

Departments

17 **AAHE News**/new grants, TLTR planning meeting, FFRR and Assessment/Quality conferences, affirmative action, CQI events, and more

19 **Bulletin Board**/*by Ted Marchese*

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WHY DISTANCE EDUCATION?

A special Bulletin.

by Steven W. Gilbert

"Distance learning" is ubiquitous: As you read this *Bulletin* or watch the Discovery Channel, you are *learning* things prepared at a *distance*. If we change the locution to "distance *education*," by implication an educational institution enters the picture, but we are still dealing with something that's been going on a long time, all over the world. Correspondence courses, for example, were an innovation of the 1920s; courses by television became commonplace in the 1960s.

In the past two years, American higher education's interest in distance education has exploded. Suddenly, the technology seems to be there; the economics look attractive; we're supposed to serve more students, especially adults, *and* find new markets and revenue streams . . . many roads, it seems, lead to distance education.

The new interest in distance education arouses both unrealistic hopes and unfounded fears. On the hopes side, the claim is that instruction mediated by telecommunications will bring new gains in productivity, that somehow we'll hike access and quality while reducing costs — a claim for which there yet is precious little evidence. Or we hear that technology is the route to new populations of learners in whose wallets there sits a financial bonanza — another unfulfilled hope.

On the fears side, there are reasonable concerns about quality and the personal side of education, and unrealistic ones about the imminent replacement of faculty by machines.

Most broadly, distance education is any form of *teaching and learning in which teacher and learner are not in the same place at the same time, with information technology their likely connector*. Of course, faculty members have known for a long time that students don't have to be together all the time with a teacher to learn effectively; students can and do learn independently, in groups, from reading and projects, and so on.

> **Distance education is any form of *teaching and learning in which teacher and learner are not in the same place at the same time, with information technology their likely connector.* Of course, faculty members have known for a long time that not every student has to be in the same room all the time with a teacher to learn effectively.**

Once the hegemony of an in-person, here-or-nowhere-else view of learning is broken, new possibilities open up. Today, for example, we've begun to grasp the educative power of groups; but we've just scratched the surface in understanding the options for faculty in forming and interacting with groups or in knowing how the work of a group is affected by the media it uses for interaction.

Distance education, then, requires thoughtful attention to pedagogy and to the settings in which learning can occur. The sheer power and rapid improvement of telecommunications options make it imperative that we identify how to use best combinations of face-to-face, independent, and "distant" learning. As we do so, we'll find insights that help us rethink what we do in "nondistant" education — with or without technology.

For this *Bulletin*, we've aimed for a panoramic introduction to the options and controversies surrounding contemporary versions of distance education. Many of the themes raised apply also to "nondistant" educational uses of technology — a larger topic for another day. We also point to resources elsewhere. But much more can and has been said by others. What's missing — what we'd like to find and disseminate next — is information about the costs involved and about new statewide and interstate efforts to deliver, assess, and accredit education at a distance. ■

Steven W. Gilbert is director of AAHE Technology Projects at the American Association for Higher Education; gilbert@clark.net.

DISTANCE EDUCATION

The Options Follow Mission

As director of the Educational Technology Center at the Rochester Institute of Technology, Sue Rogers has been involved in distance learning and the use of technology to extend and enhance education since 1980. Under her direction, distance learning programs at RIT have grown from a few simple telecourses to include six undergraduate and graduate degrees, seven professional certificates, and hundreds of courses delivered to thousands of students across the United States and in several foreign countries.

Rogers has helped RIT faculty and staff develop responsive and interactive programs using a wide range of media and telecommunications technologies that serve the educational needs of distance students — without a significant capital outlay. She prides herself in making reasoned and reasonable choices when it comes to the use of technology.

With her careful and sensitive guidance, RIT has gradually engaged a significant minority of its faculty (currently about 15 percent) in using various forms of distance education to offer their courses. This transition has relied on providing the kinds of support and inducements (flexibility of schedule, better communication with a wider range of students) that make voluntary faculty participation grow. Under Rogers's pragmatic leadership, RIT has developed and maintained a program of effective distance education with a sense of common purpose and trust among participating faculty, administrators, and staff.

— Steven W. Gilbert

by Susan M. Rogers

When "distance learning" meant the correspondence course — or even the televised lecture — many people looked down on it as a poor cousin to an on-campus college education. Today, of course, the media for distance learning have become vastly more varied and interactive, spurring a new round of institutional and student interest. What had been a marginal activity has become an important means of access to educational opportunities and resources.

Institutions thinking of adding a distance learning program should start with their academic mission, and only then consider the variety of options available to meet their distance-education goals. In that spirit, I'll describe briefly the distance-education program at the Rochester Institute of Technology (RIT), highlight some of the reasons for choosing distance learning, then discuss some of the technology options for presentation and interaction.

Susan M. Rogers is director of the Educational Technology Center at the Rochester Institute of Technology, 91 Lomb Memorial Drive, Rochester, NY 14623; smretc@rit.edu.

The RIT Experience

RIT is a career-oriented institution with a long history of responsiveness to the educational needs of business and industry, as well as a desire to meet the changing needs of its diverse student body. At the same time, as a private institution, our student base is not solely local (or even regional, in some fields), and this drove our choices of distance learning technologies in a direction that permits us to extend educational services to a national or even international audience.

As a technological institution, both what we teach and the ways we teach are continually affected by technology. Currently, RIT offers six graduate and undergraduate distance degree programs, along with seven professional certificates — that is, students can earn these entirely through courses taken at a distance. These programs comprise more than 3,000 registrations a year, representing 25 percent of RIT's part-time enrollment.

We began our distance learning program in 1980 by offering courses taught by faculty who were particularly enthusiastic about trying it, but we quickly faced the need to select courses based on the student market rather than faculty interest. We also found that distance learning strategies must be — and the technologies can be — sufficiently flexible to meet the demands of a range of content areas.

This has meant going beyond simply replicating at a distance "traditional" classroom teaching. In developing instructional programs at RIT, the constraints of the learners, their locations, and the subject matter of the courses drive the selection of instructional approaches. We consider the instructional strengths and weaknesses of each communications technology. As much as possible, we offer instructional experiences at the place and time of the learner's choosing, while still taking advantage of the strengths of group interaction. This approach has been used successfully at RIT for nearly fifteen years.

Choosing Distance Education

The demand for educational access solutions such as distance learning is being driven by well-known changes affecting the landscape of higher education. First, the student is changing. Older students, who have begun to outnumber traditional-age students, often need to renew their educational skills several times during their careers. These older learners are busy, working adults, who are not well served by traditional educational structures.

Second, we are beginning to see education in terms of learning, not just teaching — where learning is defined as students' guided efforts to construct knowledge for themselves, in addition to merely receiving information from an instructor and other resources. The dramatic rate of change in information alone is forcing us to realize that we don't need an "educated" population — as if education were something you finish — but rather *learners* who combine work and education in an active and ongoing process. Even within school settings, situating learning within functional contexts helps students to transfer their new information to real-world tasks. Important also is providing the learning *when* students need it; skills and knowledge immediately applied are more likely to be retained.

Finally, new communications technologies now offer exciting opportunities and tools for teaching and learning. Telecommunications networks have the potential to interconnect students, teachers, and information resources in a conversation of learning that is free from many of the constraints of time, place, and physical disability inherent in traditional classroom instruction.

In preparing to meet these changing needs through distance education, institutions must address a variety of feasibility issues: instructional, technical, economic, and organizational. The *instructional* objectives of the subject must drive the choice of alternatives. Instruction in a rapidly changing technical field, for example, cannot afford an extended development time. In fields where talented instructors are scarce, the best methods for extending that talent must be considered. In others, extensive and rich visual environments are necessary.

Technical feasibility will be determined both by the existing resources of the institution, the teachers, and the learners and by their ability to use instructional technologies. For example, access to a statewide infrastructure for telecommunications may make two-way video alternatives more feasible than might otherwise be the case. Technologies that require extensive user training, on the other hand, may be more trouble than they are worth.

As with all choices, *economic* issues also drive the feasibility of alternatives. Cost/benefit analysis must take into account reduced travel time and expenses, as well as the number of times a course will be repeated. Finally, the *organizational culture* must be considered. If learners are reluctant to use a computer, for example, then including computers in the delivery system will involve a great deal of preparation. In addition, the reward systems and politics of the institution must be considered in the selection of alternatives to ensure faculty endorsement and effective participation.

Making Technology Choices

Distance learning has the potential of meeting new educational demands because it can provide instructionally effective, highly interactive learning experiences that are flexible, equitable, and responsive to individual needs. When it responds to the changes mentioned above and makes use of appropriate technologies, distance learning can provide a rich learning environment that affords:

- multiple representations of information;
- individually responsive time frames for learning activities;
- learning that is situated within a real-world context;
- participation of all learners without limitations of class time;
- opportunities for inclusion of learners with special needs;
- a community of learners based on intellectual interests rather than physical proximity.

Achieving this environment requires a significant investment in telecommunications technology, but first, an institution should establish its goals for distance education. A goal of simply replicating classroom instruction would simply require a kind of one-way technology. (A faculty member at a distance-education seminar once remarked, "I don't want to change anything I'm doing; I want to use my same overheads. I just want to push the back wall of the classroom back 1,000 miles.") More interactive, learner-centered approaches would require different technologies.

At RIT, we have found that a wide range of technologies can help different learners achieve almost the same instructional ends — the lesson being that institutions should not lock themselves into a single delivery method to meet all instructional needs.

By involving faculty in decisions regarding the selection of instructional tools, and using technologies more familiar to faculty and students, the development of new distance learning environments can be driven by the needs of the learner and learning situation, not the technology.

At the same time, this learner-oriented approach also may encourage the *thoughtful* use of face-to-face settings in support of distance learning programs. It challenges us to examine how we use face-to-face gatherings, since we are asking students to go to considerable trouble, and often expense, to participate in person.

At this point, there is no definitive list of which courses work "best" or "worse" in an alternative delivery format. As with the general use of media, it still appears to depend more on *how* distance learning technologies are used rather than *which* technologies are used.

Next, I will discuss some of the available technologies and their flexibilities.

Presentation Technologies

The most common technologies for presenting course material are print, audiotape, videotape, and the computer. While some faculty prefer to deliver live lectures via **audioconferencing** [see **Glossary** for terms in bold] or **videoconferencing,** many find advantages in the time- and place-independence of print, videotape, and audiotape, and in the opportunity they provide students to review information and work at their own pace. The increasing availability and ease of development of CD-ROM multimedia packages, along with the World Wide Web's rapidly improving graphics and linking options, expand the presentation options.

In addition to textbooks and reading collections, print provides course outlines and syllabi, read-

What Does "Distance Education" Look Like?

At RIT, we define "distance education" as instruction that (1) is delivered other than where the instruction originates, (2) has an interactive component, and (3) has a structure that includes assessment. All the scenarios described below except the last exist now in college and university systems around the United States; the final scenario certainly exists on planning boards.

- A correspondence course.

- In a university's engineering technology program, students view prerecorded videotape lectures in their homes and perform lab work at the local community college. Assignments are faxed back and forth between the students and the instructor. For recitation sessions, the students convene as a class at the community college and communicate with the instructor, who is located at the university's main campus, via electronic blackboards (telewriters).

- In a large state system, a major university campus is able to transmit live video from its classrooms to community college and industry sites around the state. Students at these remote locations view the live video lectures and are able to interact with the instructor and with one another via audio carried over standard telephone lines. Assignments are exchanged via courier or fax.

- High school students from geographically remote school districts take college-level courses for AP or college credit from the originating university. The high schools and the university are connected by a digital fiber optic network, which supports two-way video and two-way audio. Each site has classrooms equipped so that everyone can see and hear everyone else.

- In a distance learning chemistry course, students complete almost all of their work off campus. In addition to reading textbook assignments, in their homes they watch videotapes that describe chemical processes and explain laboratory assignments. They also use a laboratory kit provided by the university to conduct several experiments at home. They come to campus twice — during the course for a laboratory assignment that requires special equipment (several weekend and evening options are available) and again for the final exam.

- Students earning a degree take all required courses via distance learning. The courses are delivered in a variety of ways, including **telecourses**; interactive television courses, delivered via one-way video, two-way audio connections, which students can take from one of several remote sites; and online courses, in which all course materials are delivered and all instructor/student interaction occurs over a computer network.

- The students taking a biology course receive all of their reading assignments via the World Wide Web; using the Web they also can view compressed video demonstrations of laboratory procedures. Using virtual reality equipment and software provided by the university, they conduct several laboratory assignments, including the virtual dissection of a frog. The software records each student's performance on the assignments and emails a report to the instructor.

— SMR

ing assignments, media viewing timelines, assessment dates, assignment due dates, and any other teacher/learner expectations. Allowing learners to know well in advance what to expect during the entire course helps them take greater responsibility for their own learning and — most pertinent to the typical distance learning student — lets them balance their education with their home, work, and community responsibilities. Electronically available documents, such as those prepared for online or WWW access, still have the instructional features of print, and therefore we consider them a part of the print support for a course.

Audio or videotapes present key concepts and supporting bodies of knowledge. Faculty review and select these productions as they would textbooks: seeking the highest quality, most cost-effective instructional materials available to support their course. One of the challenges is locating and acquiring high-quality media materials. This process, especially because of the additional time it takes to preview a video or series (few faculty can "skim" a video!), can be very discouraging unless the institution provides assistance to its faculty — perhaps the best assistance is an experienced and resourceful media specialist.

As with text materials, faculty must be free to rearrange the presentation order of course tapes, eliminate segments, or supplement with other materials such as locally produced programs.

Audiotapes have their own special strengths over print. Hearing a poet actually reciting his or her own poem, for example, serves a different instructional purpose than reading it in a book. Audiotape also can be more convenient than videotape or print for learners with long commutes. And faculty often like the ease and control they feel with audio production versus video.

Interaction Technologies

Providing appropriately responsive communication and interaction between the distant student and instructor is a continuing challenge. However, it is the strength of ongoing interaction with faculty and other students that distinguishes college/university instruction from purchased self-instructional programs or mass education programs. Mail, individual telephone calls, and class meetings are the oldest forms of interaction for distance courses.

It is important to determine whether class meetings are necessary to meet course objectives or if they are simply more comfortable and easier for faculty and some students — since they may not be practical for distant students. Class meetings are especially useful for courses in which students need to gain access to special resources or participate in a real-time interactive experience. At RIT, we rarely use class meetings in our distance-education courses, and if we do, they will have a call-in option. For our distance-education courses that require meetings, we find that nearly three-quarters of students think them helpful and enjoy the opportunity to meet other students.

Many institutions create additional opportunities for interaction through audioconferencing and computer-based communications. With these additions, distance courses become increasingly interactive and create learning environments that often surpass classroom settings for permitting student participation and interaction.

In addition to the technology used for interaction, faculty must consider the appropriate balance between synchronous (real-time) and asynchronous (time-shifted) modes of interaction. Some students prefer the spontaneity of discussion in real-time audioconferences, which enable students to get to know others in the class or to immediately resolve their confusion over a subject. Others like to analyze complex issues through asynchronous **computer conferencing,** where they can take time to consider their response and carefully choose

Glossary

audiobridge: telecommunications equipment that permits multiple telephone calls to be joined in a conference call

audioconference: an electronic meeting in which participants in different locations using their telephones or speakerphones are bridged together to communicate interactively in real time; requires an **audiobridge**

audiographics: technology that provides graphical images via phone lines or another transmission mode; see **telewriter** and **picturephone**

computer conference: computer-facilitated communication among members of a group, where all messages are seen by all members

compressed video: a process by which video images are captured and transmitted/stored more efficiently and at lower cost than traditional broadcast video, with the result that the video information can be sent via phone lines or stored on CD

picturephone: equipment that permits the transfer of pictures — moving or still — via regular telephone lines

telewriter: a personal computer-based electronic blackboard system; that is, a live two-way interactive computer-based conferencing system that uses phone lines to transmit still video or computer graphics, with real-time annotation and simultaneous two-way audio communication

telecourse: a course students can take from home, in which they listen to lectures distributed via broadcast or cable television and study accompanying print materials

videoconference: typically, one-way video and two-way audio transmission conducted via satellite; that is, audience members can see and hear the instructor, who can hear but not see them. Two-way video, which requires camera equipment at both sites, allows the instructor to also see the audience their words. Most distance-education students don't want to be locked into the rigid schedule required by real-time communications very often during a course, and we've found that using both technological modes helps us balance their strengths and weaknesses.

Simple audioconferences are useful for collaborative problem solving, reinforcement of learning objectives, and question-and-answer. Students dial into an **audiobridge** from anywhere in the world at a specified time and are linked with their professor and the other students in the class. The open environment on an audioconference also allows for easy inclusion of subject-matter experts from outside the university to join the discussion. Audioconferences must be used carefully, however, because they require students to be available at a specific time and they are not easily accessible to students who are hearing impaired.

The lack of graphic support also makes audioconferences less than ideal, but rapid changes in telecommunications systems promise increased capabilities. Even now, technology such as **telewriters** and **picturephones,** for example, use simple telephone lines to transmit graphical images.

Such **audiographics** can be as simple as a fax machine or as complicated as a **compressed video** system. As with other course design decisions, the choice of audiographics technology depends on the situation. For a math class, where it is often important to see how an equation is solved, for example, visuals are especially valuable. There, highly detailed images are preproduced and loaded onto the computer for use in conferencing using telewriters. This arrangement also places demands on students, who must have access to similar equipment and must attend sessions at a preset time. Some faculty have been able to encourage meaningful collaboration with industry- or school-based telewriter sites, which makes the travel worthwhile for learners.

While the advances in real-time interactivity are worth investigating, asynchronous computer-mediated communications systems permit time- and place-independence. Using personal computers and modems, learners can — at a time of their choosing — create and submit homework, receive feedback, take a self-test, interact with their instructor and others, and access software, library resources, and advisory information.

The use of asynchronous computer conferencing for course discussions has had especially rewarding results. No one is excluded from participation due to time limitations of the class, communications barriers, or distance. Students for whom English is not a first language and hearing-impaired students have found these conferences especially useful. [For more on this point, see **Coombs** and **White** later in this *Bulletin.*]

Impact on Faculty

When we started offering full distance-education degree programs at RIT in 1991, the selection of courses to be developed began to be dictated by the curriculum — as opposed to faculty interest or student demand. This has required more active faculty development and increasingly sophisticated support systems.

Faculty receive assistance and guidance in instructional technologies to give them more control over their distance teaching methods. At the same time, rather than view themselves as information providers, they are oriented to see themselves as facilitators and mentors for learning. They are encouraged to explore the demands of their own discipline that might be addressed through new strategies, and they have input in technology selection.

Sadly, for many college-level instructors such a scenario may be the first time anyone has asked them to seriously examine their instructional methods or their view of knowledge in their discipline. Many faculty who teach at a distance have commented on the impact it has on their traditional instruction. Some have even admitted to being self-conscious about the "teacher-centeredness" of classroom teaching. Increasingly, we are finding that many faculty are using technologies and approaches in their campus instruction that they first employed in distance instruction.

Distance education is beginning to affect faculty recruitment, as well. Several RIT department chairs with significant distance learning programs report that distance education is considered a part of the job now. One has said that a candidate who wasn't open to distance teaching would simply not be considered.

At RIT we are very direct about the fact that distance instruction is just as much work (sometimes more!) as on-campus instruction — it is just that some of the tasks are different. Rather than spend a certain number of hours lecturing, faculty interact with students via telecommunications. Interestingly, one of the often unstated rewards of distance instruction at RIT is the freedom it gives faculty to arrange their own work time, just as it does for students. This is not unnoticed by faculty.

Summary

The underlying assumption of RIT's approach to distance learning is that the evolving technological alternatives must be responsive to educational needs. It also accepts that there is no single, perfect technological solution to all distance learning problems. A combination of technologies and approaches seeking to support instruction, not replicate the classroom, provides the best, most cost-effective approach. The key to future success in establishing alternative learning environments will be the ability to connect appropriate technological solutions to instructional problems and the varied needs and capabilities of both learners and instructors.

Once the restrictions of the classroom model are reduced, future technological developments will provide even greater opportunities to expand and improve instructional efforts. ■

Resources for Learning
About Distance Education

Online Resources

Discussion lists
The distance learning Web sites listed below will contain addresses for additional discussion lists.

DEOS-L
American Center for the Study of Distance Education
LISTSERV@PSUVM.PSU.EDU

AAHESGIT
American Association for Higher Education, Technology Projects

Discusses teaching, learning, and technology issues. Highly moderated by Steven W. Gilbert for 3,300+ subscribers. Often includes postings about distance education. To subscribe, send the email message SUBSCRIBE AAHESGIT YOURFIRSTNAME YOURLASTNAME to LISTPROC@LIST.CREN.NET.

Online journals
Some good (and currently free) online journals.

DEOSNEWS
American Center for the Study of Distance Education, The Pennsylvania State University, College of Education
LISTSERV@PSUVM.PSU.EDU

DISTED: The Online Journal of Distance Education and Communication
University of Alaska
LISTSERV@UWAVM

The Online Chronicle of Distance Education and Communication
LISTSERV@ALPHA.ACAST.NOVA.EDU

International Centre for Distance Learning (ICDL)
ICDL@OPEN.AC.UK

A worldwide information clearinghouse for distance education.

Web sites

American Association for Higher Education
http://www.ido.gmu.edu/aahe/welcome.html

General information about AAHE, but includes a page maintained by AAHE's Technology Projects.

Distance Teaching Resource Guide
http://www.gnacademy.org/

Database of mailing lists, teaching guides, online periodicals, and organization homepages. Offers a forum that allows readers to post comments, as well as a form for adding other resources to the database.

Dr. E's Eclectic Compendium of Electronic Resources for Adult/Distance Education
http://www.oak-ridge.com/ierdrep1.html

Compiled by J.H. Ellsworth: je@world.std.com.

Far West Laboratory for Educational Research and Development, Educational Technology Program
http://www.fwl.org

This nonprofit agency provides educators and policymakers with information and support based on the best knowledge from educational research and practice. Lots of other distance learning Web resources are available from this site. *Contact:* Far West Laboratory, 730 Harrison Street, San Francisco, CA 94107-1242; 415/241-2745, fax 415/241-2746; lrognie@fwl.org.

Software

Business Model for Educational Telecommunications in Higher Education

Commercial program (Mac or Windows) designed to help you determine the viability of distance learning at your institution. Provides step-by-step planning guide, along with numbers. Addresses revenue, cost, cash flow, and payback. Considers delivery, program development, equipment, staff development. Scheduled for release in early 1996. *Contact:* Hezel Associates, 800/466-3512.

Publications

Berge, Zane L., and Mauri P. Collins. 1995. *Computer Mediated Communication and the Online Classroom*, Vols. 1-3. Cresskill, NJ: Hampton Press.

The series offers a very useful range of articles, from theoretical discussions about the pedagogical impact of computer communication to nuts-and-bolts case studies.

Federal Disability Law and Distance Learning. 1994. Washington, DC: Instructional Telecommunications Council.

When are accommodations required for distant disabled students? What accommodations are appropriate? Who must bear the cost? This monograph is the work of Kenneth Salomon, Elliott Shaller, and Mark Lloyd, of the Washington law firm Dow, Lohnes & Albertson. To be faxed an order form, send your name and fax number to ITC, One Dupont Circle, Suite 410, Washington, DC 20036-1176; fax 202/833-2467; cdalziel@aacc.nche.edu.

Gilbert, Steven W., and Kenneth C. Green. 1995. *Information Technology: A Road to the Future?* Washington, DC: National Education Association.

A guide that aims to demystify information technology issues in higher education for faculty and staff. Discusses the campus environment, productivity, motivating behaviors, and distance education. (Stock #2680-2-00, call 1/800/229-4200)

Going the Distance: A Handbook for Developing Distance Degree Programs. 1992. Washington, DC: Annenberg/CPB Project and PBS Adult Learning Service.

An excellent overview of distance learning; offers useful suggestions for institutions seeking to develop degree programs rather than offer individual courses.

New Connections: A College President's Guide to Distance Education. 1994. Washington, DC: Instructional Telecommunications Council.

Readable and nontechnical. The work of three experienced community college practitioners.

To be faxed an order form, send your name and fax number to ITC, One Dupont Circle, Suite 410, Washington, DC 20036-1176; fax 202/833-2467; cdalziel@aacc.nche.edu.

Teaming Up With Technology: How Unions Can Harness the Technology Revolution on Campus. October 1995. Washington, DC: American Federation of Teachers.

Report from a special task force on technology, mandated by the Higher Education Program and Policy Council of the AFT, with a strong emphasis on issues related to distance education. (Scheduled for release in 1996; order from the AFT, Higher Education Department, 555 New Jersey Avenue NW, Washington, DC 20001)

Willis, Barry, ed. 1994. *Distance Education: Strategies and Tools.* Englewood Cliffs, NJ: Educational Technology Publications.

Collection of articles about important issues, including planning, assessment, copyright, and regulation. Also contains a good overview.

Journals

American Journal of Distance Education
The Pennsylvania State University, 403 S. Allen Street, Suite 206, University Park, PA 16801; 814/863-3764.

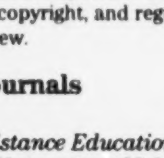
The leading journal published in this country concerning research in distance education.

Open Learning
Longman Groups UK, Pearson Professional Subscription Department, PO Box 77, Harlow, Essex CM19 5BQ Great Britain; ph 01279-623924.

Very useful articles and reviews, from a European perspective.

ED-TECH Review
Association for the Advancement of Computing in Education, PO Box 2966, Charlottesville, VA 22902; 804/973-3987.

Articles with a more technical focus.



Programs and Projects

AAHE Teaching, Learning & Technology Roundtable (TLTR) Program

One of AAHE's Technology Projects, the program provides activities and materials to help colleges and universities improve teaching and learning through more effective and widespread use of information technology. In their planning efforts, most individual campus TLTRs address distance-education issues. *Contact:* American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; 202/293-6440 x38, SHORTILL@CLARK.NET.

Other of AAHE's Technology Projects are *EASI* (Equal Access to Software and Information) and *Rights and Responsibilities for Electronic Learners.*

Annenberg/CPB Projects

The Annenberg/CPB Projects offer a variety of materials (including videos, print, and computer software) and services that are quite valuable for those considering, planning, or delivering distance education. For a complete description of these resources for learners and educators, see its WWW site at http://www.learner.org/. For an abbreviated paper catalog that includes only materials for students, call 1/800/LEARNER. *Contact:* Annenberg/CPB Projects, 901 E Street NW, Washington, DC 20004-2037; 202/879-9657.

Balancing Quality and Access: Reducing State Policy Barriers to Electronically Delivered Higher Education Programs, WICHE

A three-year FIPSE-supported project to create an environment that fosters the interstate delivery of high-quality, electronically delivered higher education degree and certificate programs. Has produced a useful report, *When Distance Education Crosses State Boundaries: Western States' Policies 1995*, other publications, and a set of "Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs." *Contact:* Western Cooperative for Educational Telecommunications, Western Interstate Commission for Higher Education (WICHE), PO Box P, Boulder, CO 80301-9752; 303/541-0308. WICHE's homepage is http://www.wiche.edu.

EASI (Equal Access to Software and Information)

Until 1994 affiliated with EDUCOM, but now a Technology Project of the American Association for Higher Education. Chaired by Prof. Norman Coombs of the Rochester Institute of Technology, EASI provides information and guidance on using adaptive computing technology to help people with disabilities participate fully in higher education. EASI frequently uses distance education and the Internet as a means of information dissemination.

EASI supports four electronic discussion lists, produces a quarterly electronic journal, and conducts online workshops. It also distributes electronic and paper publications. *Contact:* Carmela Castorina, 714/830-0301, fax 714/830-2159, EASI@EDUCOM.EDU or ccastori@orion.oac.uci.edu. EASI's homepage is http://www.rit.edu/~easi.

GIVING DISTANCE LEARNING A TRY

The tales of two faculty members.

Speaking Out Freely

by Norman Coombs

Computer-mediated communication can facilitate class discussion both for inhibited students and for the discussion of sensitive topics. In my class on African American history at the Rochester Institute of Technology, part of the class discussion occurred in a traditional classroom setting and part on a computer conference system.

For the computer conference, I would periodically post a "topic," asking the students questions about the content of our textbook, videos they watched in class, and other class materials. I posted the topic on RIT's central mainframe using the software VAX Notes, accessing the mainframe from my office or home computer. The students accessed the same mainframe, from their personal computer or from a computer lab on campus, to read the questions and post their responses for me and their classmates to read.

Where There's No Stage . . .

Students recognized that they shared differently in the computer conference and in class, and they

(continued on p. 12)

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Edward M. White is a professor of English at California State University, San Bernardino, CA 92407; EWHITE@WILEY.csusb.edu. He is also author of Teaching and Assessing Writing *(Jossey-Bass, 1994).*

New Bytes Need New Bottles

Fitting the computer into the curriculum.

by Edward M. White

When the University of Arizona asked me to commute from California to teach a graduate class on assessment one day a week, it was understood that part of that teaching would take place by computer, to save my time and the university's travel funds. But how, exactly? Like most English teachers, I was perfectly familiar with word processing but a bit vague about what else the computer on my desk could do.

As I look back on the experience now that the term has ended, I realize that I was wise not to plan too carefully exactly what shape the distance learning would take. I had to allow the computer to find its best use — just as a fiction writer can create a character but must then follow where that character will go and listen hard to hear what he or

(continued on p. 13)

Faculty Contracts and Technology

by Christine Maitland

On many campuses, the impact of technology on workload, training, evaluation, and compensation is an issue in contract negotiations. The language of some 480 higher education contracts is captured in the National Education Association's Higher Education Contract Analysis System (HECAS). A search of HECAS turns up the following:

Technology in general. Several agreements provide for the use of technology on a case-by-case basis until the parties have time to study the full impact of technological changes. Other contracts establish a labor-management committee and defer bargaining on the specifics until there is more information. Large numbers of contracts contain clauses on intellectual property rights, including patents and/or copyrights.

Distance learning and telecourses. In most contracts, faculty members cannot be forced to teach telecourses, and such courses are not used to fill a faculty member's regular teaching load. Some contracts limit telecourses to noncredit classes out of the mainstream curriculum. Faculty who teach such courses often are paid at a lower rate — either the overload rate or the part-time hourly rate.

Class size. Contracts vary widely on this issue. For example, one contract for an urban community college limits telecourse enrollments to 75 students per section; another has an enrollment minimum of 80 and maximum of 240.

Student contact. Various contracts describe how students enrolled in off-campus telecourses are to have access to faculty by phone, email, or regular mail. In some cases, faculty are to schedule review sessions for students throughout the semester.

Course preparation. One contract for a four-year campus provides for up to a year of preparation, during which the faculty member works with the media department to adapt lesson plans to telecourse, becomes familiar with equipment, and receives training. Another college provides faculty the option of enrolling in telecommunications training courses. Yet another campus reduces course loads for faculty preparing televised courses.

More detailed analysis of such contract language is made available in the *NEA 1996 Almanac of Higher Education* (January 1996 release; stock #2696-9-00, call 1/800/229-4200). ■

Christine Maitland, higher education coordinator, Higher Education Office, National Education Association, 1201 Sixteenth Street NW, Washington, DC 20036-3290; CMaitland@nea.org.

An Online Survey: Faculty Pay Incentives

by Bill O'Neill

Facing a faculty reluctant to seriously consider distance education, I was asked to research what incentives other schools provided to their teachers for distance education. Among other efforts, I posted the question to the 3,300+ subscribers of AAHE's technology listserv (AAHESGIT). Fourteen of those subscribers responded; here are some excerpts —

> At **Kent State** distance teaching is usually regarded as "on-load," although the university (with only three courses available at this time) expects the policy to change.
>
> **Northampton Community College** is just starting interactive video courses. And so far we have had no interest from our full-time faculty. We have considered some of our most experienced and dynamic adjuncts, but the academic deans are reluctant to have their best be "diverted" from the traditional classroom.

(Coombs continued from p. 11)

spontaneously commented on this fact. One student said that she liked the computer discussion because she did not have to worry about "somebody giving you a crazy look." She added that she was "not a great speaker," and the computer let her get her thoughts together without getting "tongue-twisted."

Students recognized that they shared differently in the computer conference and in class, and they spontaneously commented on this fact.

Apparently, where there is no stage, there is no stage fright. As a teacher, computer-mediated discussion assists me in drawing out students who resist classroom participation.

In the same computer conference, another student commented that what he liked was that the computer avoided what he called "the everyday communication barriers . . . whether this barrier is being hearing-impaired, being black, white, or green, being shy, or whatever." He felt that through the computer conference he and his fellow students were being listened to and judged by what they said, not by their appearance.

In fact, the class included participants who were black, white, deaf, or blind. Besides facilitating a more open sharing across ethnic and cultural divisions, the format was ideal for mainstreaming persons with disabilities — the disability became irrelevant. As a blind professor who uses a speech synthesizer to access computer display, I discovered that the format enabled me and my hearing-impaired students to transcend a double communication barrier.

It is important, as computer technology keeps changing, that institutions make new purchases with the access needs of their students and faculty who have disabilities in mind. ■

(*White continued from p. 11*)

she will say.

As more and more faculty move into distance teaching through computer, we will need to share our experiences to learn what such new teaching tools can do for us and our students. Clearly, we must find new ways to teach using technology, but also we need to adapt the technology to the needs of teachers and learners. The literature on computers and distance learning was not of much use to me; what I read seemed to have it backwards — that teachers were supposed to adapt teaching and learning to the needs and capabilities of the machines.

The literature on computers and distance learning was not of much use to me; what I read seemed to have it backwards — that teachers were supposed to adapt teaching and learning to the needs and capabilities of the machines.

The Experiment Begins

The students were well advanced, independent learners, most of them already teaching first-year college English, and relatively computer literate. My first intention was to have them convene on the days I stayed in California and, linked live via computer, we would converse just as if I were in the classroom. Without realizing it, I was trying to pour new bytes into old bottles. I wanted to duplicate the conventional classroom setting, and to use the computer like an extended telephone conference call.

Happily, as it turned out, the technology and facilities were not available to make that happen, at least easily. "Let's see what

> **Eastern New Mexico University** is paying an "incentive" of $360. It is a flat rate. Faculty who drive [to remote sites] receive $1,800, which makes it the desired method of delivery.

A few listserv subscribers replied that their institution has no pay policy regarding distance-education instruction.

The full text of the survey response, "Televised Learning: Teacher Incentives: A Study Conducted Through AAHESGIT Regarding Policies for Teacher Incentives to Teach Televised Courses," is available on the AAHE homepage at http://www.ido.gmu.edu/aahe/welcome.html (jump to "Technology Projects"). [For more about the AAHESGIT listserv, see **Resources** on pp. 9-10.] ■

Bill O'Neill, director, Academic Grants Office, Library 108, Southern Utah University, Cedar City, UT 84720; ONEILLB@edu-suu-lifac.li.suu.edu.

A Union View of Faculty Evaluation

by Rachel Hendrickson

Faculty and institutions need to create for the distance learning campus a fully integrated training and evaluation system that is clearly and logically linked to the reward system. Inherent in the creation of such a system is the full consultation and participation of faculty. In the presence of a collective bargaining agreement, such consultation may be authorized by a labor-management committee or by agreement for a task force on distance learning.

To have a fair summative evaluation process for distance learning, the campus needs to institute an appropriate process for formative evaluation. An institution's investment in faculty development will determine success — of both the distance learning system and the faculty involved in its delivery. To be prepared to teach via distance learning, and to teach well, faculty need the following assistance:

Technical training. Becoming familiar with the equipment involved in distance learning is a bit more complicated than learning to turn on a microphone. Even if faculty will have ongoing access to a distance learning technician, they need to understand the whole production process in order to understand their role in it.

Pedagogical training. Quality distance teaching is more than a talking head rising fuzzily above a lectern on a stage. There is an art and a skill to such teaching. This is where the campus faculty-development center begins its work, assisting faculty to develop the skills they need.

Preparation time. Just as faculty members need extra preparation time to teach a new course, so too do they need that extra time to teach an old course in a new way. Providing faculty with appropriate course-development time in distance learning is a not-inconsiderable expense.

Evaluation and troubleshooting. The faculty-development center should remain involved with the faculty member, providing formative feedback as long as the instructor needs it to make the transition from lecture hall to studio.

Grace period. This is less a direct monetary cost than a delay in the evaluation process. Any new program requires a pilot period during which faculty should feel free to experiment and take risks, to try out the new career opportunity and still be able to withdraw gracefully if distance learning is not for them.

Only after all these conditions have been met should a faculty member be summatively evaluated. And when that evaluation does come, it should be designed and disseminated sufficiently in advance of its implementation for faculty to be prepared. ■

Rachel Hendrickson, higher education specialist, Higher Education Office, National Education Association, 1201 Sixteenth Street NW, Washington, DC 20036-3290; RHendrickso@nea.org.

happens," I suggested, somewhat vaguely, "if we just set up an online conference, with several topics, and we all post messages." The English department already sponsored a computer mail list, and the students and I all had accounts. The graduate director, John Warnock, a whiz at such things, set up a closed conference for the class — in effect, a computer "bulletin board," on which we would all post messages and read one another's responses.

During one of my trips to Arizona, I assigned the class its first writing assignment — to propose an essay test that could be used by the upper-division writing assessment program on campus. We spent a good bit of class time working through the criteria for a good essay test and, specifically, the criteria for the campus testing program, which called for an impromptu piece of writing about a given text. "I'll be talking with you about the assignment on the computer next week," I said as class ended.

A Series of Discoveries

The first observation I made, as the next week began, was that every student seemed to get on the computer at a different time: Sunday morning for one, 2 AM on Tuesday for another, and so on. When I signed on each morning at 8 AM, from home, in my robe and slippers, the discussion had been raging. "Why *that* reading?" went one argument; it is too hard, too easy, not relevant, not interesting. "Why *those* questions on the passage?" They are too unclear, too structured, too open, boring. I noted the times of the comments: They covered the 24 hours of the day. Aha, we had stumbled onto one of the great advantages of computer-assisted learning: Everyone can work at his or her own pace, time, and place. No great discovery, this; but as the semester progressed, I was surprised to find that we handily shifted from a class meeting one week to mail list discussion the next, with each enriching the other.

The second discovery I made was that everyone participated, in quite individual ways. The quiet students, unwilling to speak out in class, were still shy online, but the pressure was off. They could take their time, back and fill, and still get plenty of positive responses. The computer is patient, more so than I am, and it waits without twitching while we think. The quality of the discussion online — more than a thousand entries in one term from a small graduate seminar — also was very high. Why? The students were working at their own peak periods, they had enough time to think through what they had to say, and they knew that everyone on the list would be listening.

As the semester progressed, I was surprised to find that we handily shifted from a class meeting one week to mail list discussion the next, with each enriching the other.

Third, I was impressed with the responses class members gave one another. It's hard to foster cross-response in class, with many students addressing the teacher and others planning what they will say when they get a chance. But on the mail list, with its easy code for response to a message, it's hard *not* to respond. Often, the response would begin with praise — "Great idea, Gail" — and then shade off to constructive suggestions or references to books and articles in the library.

Fourth, my role changed on the computer. In class, I was the undisputed authority, the center of attention and power. Online my voice was not only one among many but, in some ways, a more diffident voice. For one thing, my on-screen editor would not work on the computer 500 miles away, so every typing mistake I made was preserved on the list. I felt like a bumbler, but I did set a model for casual conversation online, a place for first-draft, faulty prose. For another, I *was* 500 miles away, while the class members, with the same assignment in hand and similar sources to read, were just around the corner from one another. In an odd way, the computer conversation was a form of publishing, to a real extended audience, not just comments to impress the teacher.

Reestablishing Contact

I was fascinated by the work on the computer, yet I was always relieved to meet with the class, in the flesh, to reestablish human contact. I think the computer learning would not have worked as well if we had not met at least once every other week. As the students began developing their term papers, it was essential to sit down to talk with them — and those conferences often continued afterwards on the computer.

Curiously, we seemed to know one another better because of the mail list, but we had to have live conversations to confirm the complex relationship — part mentor, part colleague — that needs to form between a graduate student and his or her teacher.

From my experience, I think that instruction via computer can't meet the demand for increased faculty "productivity" — that is, teaching more students in the same amount of time — without damaging the quality of that instruction. Personal contact between student and teacher is essential, and without it the computer conversation dries up. And too large a class would make a mail list an enormous burden.

But I am convinced that for my class, the computer was not merely a useful tool for a distant teacher; it provided a positive benefit for the class. And our conversation continues, now, after the class is over, for the computer has room, time, and patience for good talk without regard to the class schedule — if we keep it in its place as a creative tool, supporting but not dominating our relationship to our students. ■

On Issues of Intellectual Property

CSU/SUNY/CUNY Collaborate on Fair Use

California State University, the State University of New York, and the City University of New York have collaborated to produce *Fair Use of Copyrighted Works: A Crucial Element in Educating America.* The pamphlet offers useful information, plus issues a call for other institutions to join the three systems in their effort to advance "understanding of intellectual property rights and the critical role of fair use in teaching, learning, and scholarship."

Scheduled for release in 1996, the pamphlet gives guidance to members of the university community in understanding fair use and the difficulties of applying its principles in diverse situations. It offers a statement of principle, illustrative scenarios, explanations of what fair use has meant in the courts, and help in obtaining permissions.

Plans are to make the publication available electronically on the CSU homepage: http://www.co.calstate.edu/ITPA/Info_Tech.html. ■

New "Rules of the Road"

In early September 1995, the Clinton Administration began the final phase of the process of defining the intellectual property "rules of the road" to control the distribution of information over the electronic superhighway by publishing *Intellectual Property and the National Information Infrastructure.*

This final report discusses issues critical to education's use and production of intellectual property (including fair use, the educational use exemptions, multimedia works, and online and BBS operator liability) and proposes a number of changes to bring U.S. copyright law into the digital age. The report is available online from the Information Infrastructure WWW server (http://IITF.DOC.GOV) by highlighting "speeches and documents" in the index.

Bills incorporating the Administration's proposals were introduced in Congress in late September, and the first hearing on the legislation was held on November 15.

An analysis of the proposals has been prepared by Kenneth Salomon and Billie Munro, of the Washington, DC law firm of Dow, Lohnes & Albertson. A copy of that analysis is available on the firm's homepage (www.dlalaw.com) or by email addressed to KSALOMON@dlalaw.com.

Copyright primer. This same law firm also has published a *Primer on Distance Learning Intellectual Property Issues* that explores the relationship of copyright law to the delivery of education via telecommunications. The *Primer* identifies some of the gray areas in the current law and the risks that those areas of uncertainty pose for distance learning practitioners. For a copy of the *Primer*, send your name and mailing address to Kenneth Salomon at KSALOMON@dlalaw.com. ■

A Union View of Faculty Contracts

by Rachel Hendrickson

As the monetary stakes rise, intellectual property rights and faculty rights are becoming intertwined. Some institutions that previously asserted no ownership claim to scholarly books by their faculty are rethinking their intellectual property rights policies. Anecdotal evidence exists of faculty being required during the hiring process to sign a statement that they are "for hire," making their future intellectual products possessions of the institution.

Faculty "for hire" aren't seen as scholarly creators; they're institutional mechanics. Such a philosophical shift devalues the role of faculty as independent scholars and educators.

As institutions look to distance learning as a scheme to reach a new student population and supplement revenues, faculty look to see what such a scheme might imply for their intellectual property rights, and they see a potential diminution of those rights. Their unease is exacerbated by the unanswered question of how current copyright law applies to issues raised by distance learning.

As Linda Enghagan points out in her forthcoming NEA book *Technology and Higher Education: Approaching the 21st Century* (scheduled for spring 1996): "In the absence of a specific agreement, the ownership of live broadcasts and videotaped courses is less clear. On the one hand, if the course is broadcast or taped as part of the faculty member's regular duties, the university may claim ownership as the employer. On the other hand, as the owner of the underlying notes and materials, the faculty member may claim ownership on the basis that the broadcast or videotape is a derivative work."

In this uncertain and unsettling climate, some institutions and faculty have chosen to clarify the issues through collective bargaining. The language of some 480 higher education contracts is captured in the National Education Association's Higher Education Contract Analysis System (HECAS).

A search of HECAS turns up many contracts containing articles on intellectual property rights or on distance learning, and an increasing number linking the two in attempts to define, at the local level and outside the lengthy jurisdictional process, the relationship of an institution to its faculty and their intellectual property.

In general, the contract articles parallel external intellectual property rights law, but adapt that law to meet the particular environment of higher education. The contracts respond to the "for hire" issue by asserting the rights of faculty as scholars to their own intellectual property, while assuring colleges and universities of the right to a fair use of that property. ■

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Questions for Discussion

Fundamental *research and policy* issues.

- For which purposes and under what circumstances is it important to have learners and teachers together in the same place at the same time?
- What special resources or beneficial conditions are available only to those who can participate in person on campus? Only to those who participate elsewhere?
- For which purposes and under what circumstances is it just as good — perhaps even better — to have people interacting via telecommunications? Working independently?
- What is the right balance among face-to-face, telecommunications, and individual work? What kinds of face-to-face interactions can or should be replaced by telecommunications options?

Student participation and benefits.

- What portion of students at your institution are already participating in which forms of distance education? With which benefits, for whom?
- How many students who currently cannot access your offerings would be enabled to do so via some form of distance education?
- How would such students gain access to the necessary technology? (For example, if email is the vehicle, how would students who cannot get to campus get access to email?)
- To what extent are "regular" students requesting access to "distance education" materials to enhance their own learning (e.g., students with learning disabilities requesting the use of videotapes as a supplement to live lectures)?

Faculty participation and benefits.

- How many faculty at your institution are already participating in which forms of distance education? What are the benefits to them?
- What kinds of incentives can be offered to faculty for teaching via distance education? How will faculty get compensation and/or release time for such teaching?
- If a faculty member is audio- or videotaped as part of teaching a distance-education course, who owns what intellectual property rights to that tape? Who decides when and under what conditions that recording is used? Who gets what fees?
- In what ways might colleagues use tapes of their own teaching to help one another improve? How different is the answer if an administrator uses such tapes to evaluate a faculty member for promotion or tenure?

Infrastructure to support distance education.

- What special facilities and equipment (at both the teaching and the learning ends) are needed for given versions of distance education?
- What special training and support services are needed and available to faculty and students engaged in distance education?
- How are related instructional materials — books, articles, laboratory specimens — delivered to distant students in a timely fashion?
- If demand for use of scarce distance-education resources (e.g., specially equipped classrooms) increases faster than their availability, how will the resulting conflicts about priority be resolved?

Institutional costs and benefits.

- Can your institution use distance education to reach more students and provide the same or better-quality learning?
- Can or should it do so with fewer faculty? With changes in faculty responsibilities and the roles of TAs and adjuncts? With new pay scales?
- Can your institution identify another like itself that has already been able to offer coursework of acceptable quality (by that institution's standards) via distance education that reduces institutional costs and/or increases institutional revenues?
- What methods can usefully assess the quality and impact of the forms of distance education you are using or considering?
- When switching from conventional classroom usage to distance education, can your institution reduce new capital investments and building-maintenance expenses by an amount larger than the corresponding additional costs of telecommunications equipment, services, training, etc.?

Trying before buying.

- Can a few faculty members try some attractive and affordable forms of distance education *before* the institution makes a major commitment? What support services need to be committed for such an experiment to take place?

Long-term impacts.

- If an institution "succeeds" at replacing faculty with distance-education technology, what will the ultimate result be? If you don't need the faculty, do you need the college?
- Could the "edutainment" industry do a better job than your institution in mounting a particular offering?
- Will most education eventually include the use of telecommunications as a facet, the way most education now includes the use of books?

For additional information, and the opportunity to "discuss" distance learning and related topics of teaching, learning, and technology, you are invited to subscribe to AAHE's highly moderated Internet online discussion listserv AAHESGIT.

To subscribe, send the email message (with its subject line left blank) SUBSCRIBE AAHESGIT YOURFIRSTNAME YOURLASTNAME to the address LISTPROC@LIST.CREN.NET.

—SWG

AAHE NEWS

Staff phone extensions in parentheses.

Forum on Faculty Roles & Rewards

FFRR Conference Preview

By now, all AAHE members should have received the preview and registration materials for the **4th Annual AAHE Conference on Faculty Roles & Rewards,** in Atlanta, *January 18-21, 1996.*

"Faculty Careers for a New Century" is the central theme of the conference. Plenary speakers will include **Linda Wilson,** president of Radcliffe College, and keynoter **Stephen Portch,** chancellor of the Georgia University System.

Wilson

Miller

Sullivan

Massy

Lee Shulman, professor of education at Stanford University, will challenge you to evaluate and reward teaching in new ways in his address "Course Anatomy: The Dissection and Transformation of Knowledge." The closing plenary will feature **Walter Massey,** president of Morehouse College and former director of the National Science Foundation. Also, Georgia governor **Zell Miller,** perhaps the leading education governor in the nation, has been invited.

The conference theme will be explored from a number of different perspectives. "Technology, Learning, and the Changing Role of Faculty" will be a feature, led by **Steve Gilbert,** director of AAHE's Technology Projects, and **Stephen C. Ehrmann,** of the Annenberg/CPB Projects. Response to the question "Can We Build a Collaborative Culture?" will include case studies from the University of Cincinnati (with president **Joseph Steger**) and Kent State (with provost **Myron Henry** and faculty senate representatives). A major session featuring **William Sullivan,** author of *Work and Integrity,* will focus on the professor as professional.

Much of the conference will focus on the academic department. **William Massy** will discuss results from the major faculty workload study at the Stanford Institute for Higher Education that points to the department as the fulcrum for change. **Daniel Goroff,** of Harvard University, will lead a case-based workshop on taking collective responsibility as a department.

If you have not already received the conference preview, contact Pamela Bender (x56), program coordinator; aaheffrr@capcon.net. Register now! The deadline to register by mail is *January 8.*

Affirmative Action

ACE Solicits Info

For many years, the American Council on Education (ACE) has promoted diversity in higher education through providing conferences, programs, and resource materials targeting the needs and concerns of minority men and all women. ACE is responding to the national debate about affirmative action by sponsoring an initiative to define affirmative action in positive terms and defend its practice.

The ACE initiative has convened a symposium of legal scholars, informed campus presidents about national and state developments, developed and disseminated a special publication *(Making the Case for Affirmative Action in Higher Education: A Handbook for Organizers),* organized efforts to lobby the Congress, and used its October 1995 Educating One-Third of a Nation conference to mobilize support for affirmative action.

ACE's *1995 Status Report on Minorities in Higher Education,* coauthored by staffers **Deborah Carter** and **Reginald Wilson,** will focus on affirmative action in higher education. The authors are looking for research studies that provide "evidence" of the effectiveness of affirmative action programs as tools for increasing student and faculty diversity, as well as studies that address the question "What is the educational value of diversity?" In addition, ACE is collecting personal stories about how affirmative action has enhanced the lives of faculty, administrators, and students. If you have such stories to share, and/or are aware of such research studies, contact Carter or Wilson via fax at 202/785-8056 or by email at DEBORAH_CARTER@ACE.NCHE.EDU or REGINALD_WILSON@ACE.NCHE.EDU or write them at the American Council on Education, Office of Minorities in Higher Education, One Dupont Circle, Suite 800, Washington, DC 20036.

AAHE Quality Initiatives

Upcoming Events

AAHE's Quality Initiatives (as part of its second phase of funding) plan to sponsor two new events in 1996: CQI Institutes and a CQI Summer Academy.

The CQI Institutes, to be held in April and October 1996, will provide high-quality learning experiences about CQI. Each institute will offer up to six concurrent workshops over 2-3 days. Workshop ideas for the first institute include the Baldrige as a Systemic Self-Assessment Tool; Benchmarking Academic Processes; and Strategies for CQI in the Classroom.

The CQI Summer Academy will provide a more retreat-like setting in which senior-level campus teams, already committed to CQI, develop new skills and strategies to reinforce and advance their current efforts, as well as share "lessons learned" across institutions. The theme for the 1996 academy will be "Organizing for Learning," and all activities will have the common focus of improving the core process of learning.

Levine

Banta

Tinto

Ramaley

Cortines

For more information about these new events or the ongoing activities of AAHE's Quality Initiatives, contact Steve Brigham (x40), director; sbrigham@cni.org.

AAHE Assessment Forum
AAHE's Quality Initiatives

Summer Conference

Planning is well under way and several higher education luminaries are already confirmed presenters for the **11th AAHE Conference on Assessment & Quality,** *June 8-12, 1996*, in Washington, DC. The conference will focus on "What Works? Learning From Success (and Avoiding Pitfalls)."

At the conference, the Assessment Forum will sponsor a special, one-day "Symposium on Classroom Assessment and Classroom Research: Lessons From Ten Years of Practice." Enrollment in this first-ever event will be limited to experienced CA/CR practitioners, trainers, and project leaders. The conference also will feature more than two dozen half- and full-day workshops on assessment and quality topics, plus more than 100 concurrent sessions covering the universes of assessment and continuous quality improvement in higher education and beyond.

Arthur Levine, president of Teachers College, Columbia University, will present the opening keynote. Among other presenters confirmed at press time are **Trudy Banta, Peter Ewell, Jeffrey Seybert, Dan Seymour, Vincent Tinto, Claire Ellen Weinstein, Grant Wiggins,** and **Ralph Wolff.**

For more information on the conference or on AAHE's Assessment Forum, contact Liz Lloyd Reitz (x21), project assistant; elloyd@capcon.net.

The Education Trust

Leadership Awards

As tonic to the deep sense of despair gripping many colleagues in K-12 and higher education, The Education Trust presented its first Awards for Educational Leadership to two exemplars of optimism and perseverance — to **Judith Ramaley,** president of Portland State University, and to **Ramon Cortines,** former chancellor of the New York City Public Schools. Both Ramaley and Cortines were cited for their leadership in the toughest of times and for their commitment to making schools and universities work better, particularly for poor and minority students.

The two were presented with their awards October 26, at AAHE's Sixth National Conference on School/College Collaboration, where they shared their experiences with the audience.

AAHE Technology Projects

TLTR News

The Teaching, Learning & Technology Roundtable program completed a successful first year with a **2nd Annual TLTR Planning Meeting** at Georgetown University, November 10-11. Individuals from a variety of campuses came to help define and shape the future direction of the TLTR program.

Scott Langhorst, of the Virginia Community College System, announced at the meeting that his entire system had voted to adopt the TLTR model, becoming the TLTR program's first statewide Roundtable. Each of VCCS's twenty-three individual campuses will start its own local Roundtable to speed up the integration of technology into the classroom; these Roundtables will be administered through the VCC System office.

To help accommodate all of the new institutions joining the Roundtable program, AAHE's Technology Projects have added another staff person — **Amanda Antico** (x51), as project assistant.

For more information about AAHE's Technology Projects, please contact Ellen Shortill (x38), program coordinator; SHORTILL@CLARK.NET.

AAHE Publications

Two New Titles . . . a New Staffer

Professional Development: International and National Perspectives (#SC9501) To put some new ideas in play in the education-reform conversation, The Education Trust has collected four speeches from AAHE's Fourth and Fifth National Conferences on School/College Collaboration. On topics such as revisiting pedagogy and practice, student learning, time arrangements, and the definition of the teacher's role, speakers Linda Darling-Hammond, Nancy Sato (Japan), Diane Snowball (Australia), and Lynn Paine (China) offer new ideas and ways of supporting teachers to improve student learning. *(1995, 60pp)* Single copy: *AAHE members $10, nonmembers $12, plus $4 shipping.*

The AQC Baldrige Report: Lessons Learned by Nine Colleges and Universities Undertaking Self-Study With the Malcolm Baldrige National Quality Award Criteria, April 1995. (#CQ9501A) The Baldrige award criteria is a set of values, a framework, and a group of evaluation items that can work as a robust system for performance improvement. What did these nine institutions learn about the Baldrige's usefulness as a self-assessment tool? As a potential strategy for

(continued on p. 20)

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items, it's your column . . . on the infobahn, it's tmarches@capcon.net.

PEOPLE: Much applause at the announcement by **David Winter,** chair of WASC's senior-college commission, that **Ralph Wolff** will succeed retiring **Steve Weiner** as executive director . . . Ralph has been associate director since 1981, earns high marks for his "out of the box" thinking about regional accreditation. . . . A successor to **Howard Simmons** at Middle States should be named this month . . . the sense of transition in the regions is reinforced by the announcement by my friend **Patsy Thrash**, North Central's much-admired director, that she'll step down at the end of next year.

Thrash

TIME ON TASK: Elsewhere I've noted that (a) student effort and time on task is a critical factor in learning, that (b) measures of student study time may be a best indicator of academic efficacy, that (c) campus assessment teams find full-time students devoting as few as 10 hours a week to out-of-class study, and that (d) a best bet for better outcomes lies in a candid address of factors that defeat student effort and deep learning. With these ideas and FIPSE support, Miami of Ohio's **Karen** and **Karl Schilling** are working with eight Midwestern institutions to find smarter ways of tracking both faculty expectations and student effort. Next phase: how to create climates where the two go up.

Ehrlich

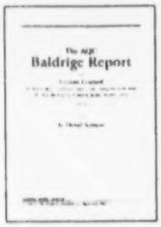
MORE PEOPLE: A letter from **Paul Leary** of the University of the Virgin Islands brought me up to date on UVI's travail from Hurricane Marilyn (early September) to the resumption of power late October and of classes November 6th. . . . Happy to see new energy in the Bush-Hewlett foundation partnership in support of HBCUs, with $16.8 million earmarked for programs in the 40 member campuses of The College Fund/UNCF (as it's now called) plus Hampton U. (a former member) . . . for that, tips of the hat to **Humphrey Doermann** (Bush) and **Ray Bacchetti** (Hewlett). . . . Remember that 1989 "Education Summit" in Charlottesville? ECS prexy **Frank Newman,** NGA chair (and Wisconsin governor) Tommy Thompson, and IBM's Louis Gerstner will convene a second, March 26-27, in Palisades, NY. . . . ECS's new report, *Making Quality Count in Undergraduate Education*, presents in 25 concise pages new findings on what political and business leaders want from higher education . . . worth checking out, especially if you're on a public campus . . . Gov. Roy Romer ('94-95 ECS chair) has formed a top-level "Leadership Council" to push the report's agenda. . . . Olivet College got bad ink a while back, so now let's note its new academic vision statement, "Education for Individual and Social Responsibility" . . . president **Michael Bassis** wants an "ethic of responsibility," for self and others, to permeate the college's culture.

SERVICE: Ten years ago, **Frank Newman** and the presidents of Brown, Georgetown, and Stanford set up a "campus compact" to encourage student voluntarism and service-learning . . . today, happily, you see it everywhere . . . on 63% of independent-college campuses, says CIC . . . Campus Compact itself, now with 500+ institutional members, will hold a colloquium for its presidents before AAHE's National Conference this March. . . . Meanwhile, it's easy to spot a parallel trend: renewed emphasis on institutional and faculty service (e.g., to surrounding communities) . . . lots of talk around about the recognition and reward of faculty for knowledge-based service . . . *now* it's interesting to see the student and faculty "service" conversations converge . . . November 20th, NERCHE and AAHE convened two dozen leading lights in Boston to wrestle with the conceptual and practical connections between student service-learning and faculty professional service. . . . November 27th, Indiana U. Press released *The Courage to Inquire* by the former IU president and present Campus Compact board chair, **Tom Ehrlich,** who believes an enlarged vision of public service should take "center stage" with teaching and research.

THE HOLIDAYS: Enjoy them, please, after the end-of-semester rush. Since the January *Bulletin* is devoted to the preliminary program for our National Conference (March 17-20, Chicago), "Bulletin Board" appears next in February. Maybe we'll see one another at AAHE's Faculty Roles & Rewards conference in Atlanta (January 18-21). Cheers! ■

(continued from p. 18)

improving higher education? About themselves? The Baldrige Office has subsequently developed explicit higher education criteria. *(1995, 40pp)* Single copy: *AAHE members $8, nonmembers $10, plus $4 shipping.*



AAHE also welcomes the arrival of **Rhonda Starks** (x11), publications/membership assistant. Call or fax Rhonda with your name and address to have her send you a publications catalog or to order these two new AAHE publications. Please mention Box B1295.

The Education Trust

New Grants

AAHE is pleased to announce that The Education Trust has been awarded several grants to expand three lines of its work in systemic K-16 education reform.

A fourteen-month planning grant from the DeWitt Wallace-Reader's Digest Fund will help the Trust work with higher education and community partners to identify promising practices in graduate-level guidance and counseling programs.

A grant from the Knight Foundation supported involvement of Knight grantees in AAHE's Sixth National Conference on School/College Collaboration and enhanced the quality of the conference program itself. Additionally, with Knight support the Trust continues its work on performance-based admissions, aligning K-12 and higher education standards, and new avenues for student transition from K-12 to higher education.

A grant from the Fund for the Improvement of Postsecondary Education (FIPSE) to Temple University will help support the Public Schools Rewards Project, an effort to change personnel policies to recognize participation in K-16 education reform as appropriate intellectual work for faculty. The Education Trust and four universities (Temple, CSU-Northridge, Southern Colorado, and Texas at El Paso) are involved in that project. ■

Important Dates

1st Western Regional AAHE TLTR Start-Up Workshop. Cosponsored by WICHE (Western Interstate Commission for Higher Education). Reno, NV. *January 9-10.*

4th Annual AAHE Conference on Faculty Roles & Rewards. Atlanta, GA. *January 18-21.*

- **Preconference Registration Deadline.** *January 8.*
- **Registration Refund Deadline.** Requests must be made in writing and postmarked/faxed by *January 8.*
- **Team Registration Deadline.** *January 8.*

1996 AAHE National Conference on Higher Education. Chicago, IL. *March 17-20.*

- **Early Bird Registration Deadline.** Registration increases $30. *February 23.*
- **Discount Hotel Rate Deadline.** *February 22.*

Mid-South Instructional Technology Conference. In cooperation with AAHE's TLTR Program. Cohosted by Middle Tennessee State University and Southeast Missouri State University. Murfreesboro, TN. *March 31-April 2.*

1996 AAHE Conference on Assessment & Quality. Washington, DC. *June 8-12.*

2nd Annual AAHE TLTR Summit Seminar. "Education, Technology, and the Human Spirit." *July 1996.*

American Association for Higher Education

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AAHE **Bulletin**

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In this issue:

This issue of the *AAHE Bulletin* is devoted to the upcoming National Conference on Higher Education, March 17-20, 1996, in Chicago. We hope to see you there.

A couple of weeks ago you should have received AAHE's first National Conference announcement — the preview — containing the forms, the workshops, and the ticketed events, but only sampling the sessions scheduled. Now, this *Bulletin* — sent only to AAHE members and selected others — lists all sessions scheduled as of press time.

For the first time, AAHE's National Conference information is also available electronically on the World Wide Web (http://www.hbp.com/aahe). Why should this interest you, since you've already got a print copy? One especially neat feature is that the Web version contains "links" to other Web sites. Say you're intrigued by the prospect of hearing plenary speaker Robert Putnam (see page 6 in this issue), but you missed his provocative article "Bowling Alone" in the January 1995 *Journal of Democracy*. Click on its mention, and you "jump" right to the *Journal*'s Web page at Johns Hopkins University Press . . . click "back," and you're back in AAHE's National Conference material.

Check it out. We welcome your feedback on our WWW experiment. Next month, the *Bulletin* will return to its usual formula of feature articles, "Bulletin Board," and association news.

— BP

1996 NATIONAL CONFERENCE ON HIGHER EDUCATION

"Crossing Boundaries: Pathways to Productive Learning and Community Renewal"

3 **An Invitation**/about the conference theme/*by Diana Natalicio*

4 **Preliminary Program**/a day-by-day listing of events scheduled as of press time

14 **Workshops and Special/Ticketed Events**

22 **Hotel Reservation Form**

23 **Conference Registration Form**

24 **Conference Themes at a Glance**

Special Programs

18 **Special Forum: "New Pathways" Project**
19 **Teaching, Learning & Technology Roundtable Seminar**
21 **Exhibit Program**

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AN INVITATION

This March in Chicago, nearly 2,000 of your colleagues will gather for AAHE's 1996 National Conference on Higher Education around the theme "Crossing Boundaries: Pathways to Productive Learning and Community Renewal." I invite you to join them.

Nearly twenty-five years of living and working on the U.S.-Mexico border have given me a fascination for boundaries and how they affect our thinking and behavior. The two million people who live in the binational metropolitan area of El Paso-Ciudad Juarez, far from their respective national capitals of Washington, DC and Mexico City, have learned that the Rio Grande river — the geopolitical boundary between their two countries — both divides them and draws them together.

The U.S.-Mexico border is, of course, highly visible . . . on maps, in fences, and at border checkpoints. Its visibility is at once a reinforcement of the limits it sets and an invitation to explore "the other side." But, from living and working on this border I have come to understand that there are many other boundaries in my life and in the life of the University of Texas at El Paso, and, although most of these boundaries are far less obvious than the geopolitical border, they present the same intriguing combination of impediment and opportunity. Identifying these other boundaries and developing strategies to cross them has long been my passion.

I am confident that the "Crossing Boundaries" theme of AAHE's 1996 National Conference will provoke our collective thinking about the boundaries, both real and imagined, that deeply affect what we in the higher education community think and do as we work to improve teaching and learning and to apply our resources to the human, social, and economic needs of our communities. In more than 150 sessions, meetings, seminars, and workshops, you will have an opportunity to better understand the constraints and opportunities associated with the boundaries that affect us, and to explore and celebrate successful efforts to cross them.

I look forward to seeing you in Chicago!

Diana Natalicio
president, University of Texas at El Paso
and chair, AAHE Board of Directors

Henry Louis Gates

PRECONFERENCE ACTIVITIES

8:30 am - 4:00 pm

Ticketed Event
Technology Seminar: TLTR Program
Fee $150. See page 19 for more.

11:30 am - 5:00 pm

Ticketed Event
Black History Tour of Chicago/ African Art Shopping Excursion
Fee $45. See page 20 for more.

1:00 - 5:00 pm

Ticketed Event
Community Service Action Officers Forum
Fee $50. See page 20 for more.

2:30 - 6:00 pm

Ticketed Event
Highlights of Chicago Tour
Fee $25. See page 20 for more.

6:00 - 9:00 pm

Ticketed Event
Campus Compact Presidents' Leadership Colloquium: "Colleges and Universities as Citizens"
Open to Campus Compact member presidents only. Fee $100. See page 16 for more. Deadline February 1.

7:00 - 8:30 pm

Special Event
College Gospel Concert
Free. See page 20 for more.

9:30 pm - 12:00 midnight

Special Event
Dancin' at the Club!
Free. See page 20 for more.

8:00 am - 12:30 pm

Workshops
W-01, W-02
Fee required. See pages 14-19 for details.

8:30 am - 1:00 pm

Ticketed Event
Technology Seminar (cont.): TLTR Program Working Sessions for "Special Interest Groups"
See page 19 for more.

9:00 am - 12:00 pm

Workshops
W-03, W-05, W-06, W-07, W-08, W-09
Fee required. See pages 14-19 for details.

9:00 am - 1:30 pm

Ticketed Event
AAHE Hispanic Caucus Forum and Luncheon: "Hispanic Publications: Trends and Directions"
Fee $25. See page 20 for more.

9:00 am - 3:00 pm

Ticketed Event
Campus Compact Presidents' Leadership Colloquium (cont.)
Open to Campus Compact member presidents only. See page 16 for more.

9:00 am - 4:00 pm

Workshop
W-04
Fee required. See pages 14-19 for details.

10:00 am - 3:30 pm

Workshop
W-10
Fee required. See pages 14-19 for details.

10:00 am - 4:00 pm

Ticketed Event
Campus Senate Leadership Retreat: "Leading Beyond a Boundary"
Fee $75. See page 20 for details.

12:00 - 5:00 pm

Exhibit Hall Open

12:15 - 4:15 pm

Ticketed Event
Teaching, Learning & Technology Roundtable (TLTR) Introductory Workshop for CAOs and CEOs
Fee $100. See page 19 for more.

12:30 - 5:00 pm

Workshops
W-11, W-12
Fee required. See pages 14-19 for details.

1:00 - 4:00 pm

Workshops
W-13, W-14, W-15, W-16, W-17, W-18, W-19, W-20, W-21, W-22, W-23
Fee required. See pages 14-19 for details.

2:00 - 4:30 pm

AAHE Research Forum Preconference Planning Session
By invitation only.

2:00 - 5:00 pm

Workshop
W-24
Fee required. See pages 14-19 for details.

4:00 - 5:00 pm

Welcome and Orientation for Graduate Students
Leader: **Sharon A. McDade,** assistant professor of higher education, Teachers College, Columbia University.

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Sally Migliore

Ricardo Romo

Martin Michaelson

Blenda Wilson

5:00 - 6:00 pm

PRECONFERENCE PLENARY

Public and Community Service
Cosponsored by AAHE and Campus Compact.
For this special plenary session on community and public service, Senator **Bill Bradley** has been *invited* to speak.

6:00 - 7:00 pm

Administrative Position Roundtable Sessions

6:00 - 7:30 pm

Graduate Student Seminar and Newcomer Reception
Sponsored by the AAHE Black Caucus. The winner of the AAHE Black Caucus's Doctoral Student Conference Grant for the 1996 National Conference is **M. Christopher Brown,** research fellow, Department of Education Policy Studies, The Pennsylvania State University. Discussion will involve Brown's current research on the impact of current conservative policies on the spirit of progress in higher education, particularly on African Americans.

7:45 - 9:00 pm

OPENING KEYNOTE

"Crossing Boundaries"
Presenter: Henry Louis Gates, a preeminent speaker on race and class in America, is the chair of the Afro-American Studies Department and director of the W.E.B. Du Bois Institute at Harvard University. He coedits the cultural studies journal *Transition*, and is the editor of the *Norton Anthology of Afro-American Literature*, the mammoth *Schomburg Library of Nineteenth-Century Black Women Writers*, and author of the forthcoming *Race and Reason: Black Letters in the Enlightenment.*

9:00 - 10:30 pm

Keynote Reception

6:15 - 7:00 am

Aerobics Class

7:00 - 8:00 am

Historic Chicago: A Walking Tour
Guide: **Jack Scanlon,** instructor of English, Triton College, and docent, Chicago Architecture Foundation.

7:30 - 8:00 am

Welcome Breakfast for Conference Newcomers

7:30 am - 4:00 pm

Exhibit Hall Open

8:15 - 9:30 am

CONCURRENT SESSIONS

Merit and Mission: Rethinking the Educational Rationales for Affirmative Action
Presenters: **Martin Michaelson,** attorney, Hogan & Hartson; and **Blenda Wilson,** president, California State University-Northridge.

The University and the Community: Redefining Boundaries
Presenters: **Mary L. Walshok,** vice chancellor for extended studies and public service, University of California-San Diego; and **James Votruba,** vice provost for university outreach, Michigan State University.

Pathways to Productive Learning
Presenter: **Bruce Johnstone,** professor of higher and comparative education, SUNY at Buffalo, and founder and director, The Learning Productivity Network.

9:45 - 11:00 am

CONCURRENT SESSIONS

Media in a Multicultural Society: Losing the Glue?
Presenter: **Félix Gutiérrez,** vice president and executive director, Freedom Forum Pacific Coast Center.

Higher Education and Society: Bonds, Boundaries, and Beliefs
Moderator: **Mildred Garcia,** assistant vice president for academic affairs, Montclair State College. *Presenters:* **Frans van Vught,** director, Center for Higher Education Policy Studies (CHEPS), University of Twente; **Barbara M. Montgomery,** associate vice president for academic affairs, University of New Hampshire; **Esther M. Rodriguez,** associate executive director, State Higher Education Executive Officers (SHEEO); and **James Ratcliff,** professor and director, National Center on Postsecondary Teaching, Learning & Assessment, The Pennsylvania State University.

Using Multimedia and Hypermedia in Support of Community Outreach and Renewal
Presenter: **Lucinda Roy,** Gloria D. Smith Professor and associate dean for curriculum, outreach, and diversity, Virginia Polytechnic Institute & State University.

Presentation of the 1996 Howard R. Swearer Student Humanitarian Awards, and the Thomas Ehrlich Faculty Award for Service-Learning
Sponsored by Campus Compact.
Presenters: **Dolores Cross,** president, Chicago State University; **Frank Newman,** president, Education Commission of the States; and **Claire Gaudiani,** chair, Campus Compact Executive Committee, and president, Connecticut College.

Crossing Boundaries: Lessons From Alternative Colleges
Presenters: **Jim Crowfoot,** president, Antioch University; **Jane Jervis,** president, and **Barbara Leigh Smith,** academic vice president and provost, The Evergreen State College; and **Penina Glazier,** dean of the faculty, Hampshire College.

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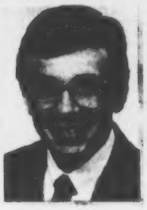
Mary Walshok


Jim Votruba

Bruce Johnstone

Felix Gutiérrez

Lucinda Roy

Making Real the Scholarship of Teaching: Guidelines for Enabling, Assessing, and Rewarding Classroom Research

Presenters: **K. Patricia Cross,** David Pierpont Gardner Professor of Higher Education, University of California-Berkeley; and **Thomas A. Angelo,** director, AAHE Assessment Forum.

Knowing and Learning in the 21st Century: Breaking Down Disciplinary Walls

Cosponsored by the Association of University Leaders for a Sustainable Future; Center of Respect for Life and Environment; and Second Nature. *Moderator:* **Richard Clugston,** executive director, Center of Respect for Life and Environment. *Presenter:* **David Orr,** director of environmental studies, Oberlin College. *Respondent:* **Mary Evelyn Tucker,** professor of religious studies, Bucknell University.

11:15 am - 12:30 pm

SECOND PLENARY

"Bowling Alone: America's Civic Life and the Prospects for Renewal"

Presenter: **Robert Putnam,** Clarence Dillon Professor of International Affairs and director, Center for International Affairs, Harvard University. *Discussants:* **Judith Kurland,** senior associate, McDermott/O'Neil & Associates, and founder, Healthy Communities; and **Virginia Hodgkinson,** vice president for research, Independent Sector. *Introduction:* **Robert Sexton,** executive director, The Prichard Committee for Academic Excellence.

12:30 - 2:00 pm

Campus Compact Award Luncheon

By invitation only.

BUSINESS MEETINGS

AAHE American Indian/Alaska Native Caucus
AAHE Asian and Pacific Caucus
AAHE Black Caucus
AAHE Hispanic Caucus

POSTER SESSION

(p) Bridging Cultural Boundaries: Partnering in Cross-Cultural Perspective

Presenters: **Patricia Book,** associate vice president and associate dean for continuing and distance education, The Pennsylvania State University; **Maria Ortiz De Leon,** vice president for academic affairs, Ana G. Mendez University System; **Geoffrey Davis,** director, Pennsylvania Public Education Foundation, and director of inservice education, Pennsylvania School Boards Association; **Armando Villarroel,** executive director, Consorcio-re de Educacion a Distancia, The Pennsylvania State University; and **Suzanne M. Reilly,** graduate student in anthropology, The Pennsylvania State University.

(p) Combatting Student Cheating: Resources of the Center for Academic Integrity

Presenters: **Sally Cole,** executive director, Center for Academic Integrity, Stanford University; **Mary Olson,** vice president for student affairs, Oakton Community College; and **Don McCabe,** professor of business management, Rutgers University.

(p) Building an Academic Community: Faculty Involvement and First-Generation Students

Presenters: **Scott Evenbeck,** associate vice chancellor for undergraduate education; and **Annamarie Melodia,** assistant vice chancellor for undergraduate education, Indiana University Purdue University Indianapolis.

(p) Mission Effectiveness: Pursuit of Truth and Social Responsibility

Presenters: **Margaret Mary Fitzpatrick,** president, and **Anne Donini,** assistant to the president, St. Thomas Aquinas College.

(p) Three Models for Enhancing the Science and Mathematics Preparation of Elementary Education Majors

Presenters: **Eileen Gregory,** director, Johnson Institute for Effective Teaching, and **Linda DeTure,** director, Teacher Education, Rollins College.

(p) Perceptions of African-American Male Students — Athletes in Higher Education

Sponsored by the AAHE Black Caucus. *Presenter:* **C. Keith Harrison,** assistant professor of education, Washington State University.

(p) Physician-Patient Care Partnerships: Overcoming the Barriers Through Teaching and Learning

Presenter: **Brenda Manning,** faculty development specialist, Center for Instructional Development and Distance Education, University of Pittsburgh, and faculty development director, St. Margaret Memorial Hospital.

(p) CAREER: Choices and Resources for Equal Education Rights

Presenters: **Annamarie Melodia,** assistant vice chancellor for undergraduate education, and **Jeffrey Stanley,** research associate, Indiana University Purdue University Indianapolis.

(p) Freshman Seminars: Beyond Affiliation and Excitement

Presenter: **Craig Nelson,** professor of biology, Faculty Colloquium on Excellence in Teaching (FACET), Indiana University.

(p) Blurring the Boundaries of Learning: Student and Faculty Collaborative Projects

Presenter: **Thom Rakes,** assistant director, Career Center, University of Missouri.

(p) Women Crossing Boundaries Into Leadership: A Study of Women Chief Academic Officers at Four-Year Colleges and Universities

Sponsored by the AAHE Women's Caucus. *Presenters:* **Karen Doyle Walton,** vice president for academic affairs, Allentown College of St. Francis de Sales; **Sharon A. McDade,** assistant professor of higher education, Teachers College, Columbia University; and **Gillian Cell,** provost, College of William and Mary.

(p) Constructing Higher Education Recruitment Practices: Theories, a Model, and Two Empirical Tests

Presenter: **Paul Winter,** assistant professor of administration and higher education, School of Education, University of Louisville.

(p) Addressing Our Mission of Service Through Servant-Leadership Curriculum

Presenters: **Jere Yates,** chair, and **Regan Harwell,** service-learning coordinator, Business Administration Division, Seaver College, Pepperdine University.

2:00 - 3:15 pm

CONCURRENT SESSIONS

Improving the Administrative Pipeline for Asian and Pacific American Educators

Sponsored by the AAHE Asian and Pacific Caucus.

Moderator: **Michael Ego,** chair, AAHE Asian and Pacific Caucus, and dean, College of Applied Sciences and Arts, San Jose State University. *Presenters:* **Ken Matsura,** doctoral candidate, University of California-Los Angeles, and counselor, Cerritos College; and **Joseph Julian,** chair-elect, AAHE Asian and Pacific Caucus, and dean for university human relations, San Francisco State University.

Healthy Communities, Learning Communities

Presenter: **Judith Kurland,** senior associate, McDermott/O'Neil & Associates, and founder, Healthy Communities.

The Curricula at Performing Arts Institutions as a Key to Cultural Inclusion

Sponsored by the AAHE Black Caucus.

Presenters: **Louis Smith Owens,** director, Educational Opportunity Program, and **Suzanne Price,** executive assistant to the vice chancellor for student affairs and special programs, SUNY at Cobleskill.

On Power, Hegemony, and Irony: What Critically Reflective Teaching Is and How It Happens

Presenter: **Stephen Brookfield,** distinguished professor, University of St. Thomas.

HUD, Universities, and Communities Become Partners to Strengthen Neighborhoods

Moderator/Discussant: **Marcia Marker Feld,** director, Office of University Partnerships, U.S. Department of Housing and Urban Development. *Presenters:* **Evan Stoddard,** associate dean, McAnulty College and Graduate School of Liberal Arts, Duquesne University; **Wim Wiewel,** special assistant to the chancellor, Great Cities Office, University of Illinois-Chicago; and **Elizabeth Hollander,** executive director, Egan Urban Center, DePaul University.

Moving Beyond Academic Boundaries: Critical Stakeholder Partnerships

Cosponsored by the Center of Respect for Life and Environment; Association of University Leaders for a Sustainable Future; and Second Nature.

Presenters: **Anthony D. Cortese,** chief executive officer, Second Nature; others to be announced.

Latinos in Higher Education: Pathways to Community Renewal and Empowerment

Sponsored by the AAHE Hispanic Caucus.

Moderator/Presenter: **Roberto Villarreal,** associate vice president for academic affairs, University of Texas at El Paso. *Presenters:* **Velma Menchaca,** assistant professor of curriculum and instruction, Southwest Texas State University; **Gloria Contreras,** professor of teacher education and administration, University of North Texas; and **Raymond T. Garza,** provost and vice president for academic affairs, University of Texas at San Antonio.

Serving and Learning in Another Culture: What It Means for American Students, Institutions, and Society

Moderators: **Howard Berry,** president, Partnership for Service-Learning; **Louis Albert,** vice president, AAHE; and (live via audioconference) directors of Partnership for Service-Learning programs in Ecuador, England, and South Dakota.

EASI Street to Science, Engineering, and Mathematics: Access for People With Disabilities

Presenters: **Richard Banks,** adaptive technologist/consultant, University of Wisconsin-Stout; and **Norman Coombs,** professor of history, Rochester Institute of Technology, and chair, EASI, AAHE.

Faculty Careers and Employment for the 21st Century: A Report From AAHE's "New Pathways" Project

Cochairs: **Richard Lyman,** president emeritus, Stanford University, and chair, AAHE New Pathways Project National Advisory Panel; and **Russell Edgerton,** president, AAHE. *Presenters:* **Judith Gappa,** professor of educational administration and vice president for human relations, Purdue University; **Richard Chait,** professor of higher education and director, Center for Higher Education Governance and Leadership, University of Maryland; and **R. Eugene Rice,** director, Forum on Faculty Roles & Rewards, AAHE.

Involving Faculty in Student Academic Integrity Issues

Presenters: **Don McCabe,** professor of business management, Rutgers University; **Lynda Jerit,** professor of English and history, Oakton Community College; and **Bruce Payne,** lecturer in public policy studies, Duke University.

Research, Teaching, and Service: Bridging the Conceptual Boundaries

Presenters: **Ernest A. Lynton,** commonwealth professor, University of Massachusetts at Boston; others to be announced.

2:00 - 3:30 pm

AAHE RESEARCH FORUM

Crossing Boundaries: Creating A Research Agenda Toward Productive Learning and Community Renewal

Panelists: **Mary L. Walshok,** vice chancellor for extended studies and public service, University of California-San Diego; and **Robert Putnam,** Clarence Dillon Professor of International Affairs and director, Center for International Affairs, Harvard University. *Organizers:* **Arthur W. Chickering,** university professor, George Mason University; **Lee Grugel,** chancellor, University of Wisconsin Centers; **Joan R. Leitzel,** interim chancellor, University of Nebraska-Lincoln, and vice chair, AAHE Board of Directors; **Catherine Marineau,** associate professor, School for New Learning, DePaul University; and **Marcia Mentkowski,** professor of psychology and director of research and evaluation, Alverno College.

3:30 - 5:00 pm

SPECIAL FORUM

New Pathways Forum: A Network Meeting of Individuals Seriously Engaged in Reexamining Faculty Careers and Employment.

See page 18 for details.

3:45 - 4:45 pm

CONCURRENT SESSIONS

Instructional Technology Planning for Hispanic-Serving Institutions

Sponsored by the AAHE Hispanic Caucus.
Presenters: **Donald Sola,** professor emeritus of linguistics, Cornell University; **Anna Price,** director, K-12 Museum Outreach Project; **Ruben Mendoza,** associate professor of social and behavioral sciences, California State University-Monterey Bay; and **Rene Gonzalez,** project director, Hispanic Association of Colleges and Universities.

The Metropolitan Community College: How Much More Can It Do?

Sponsored by the AAHE Community College Network.
Moderator: **Clifford Adelman,** senior research analyst, U.S. Department of Education. *Presenters:* **Omero Suarez,** vice chancellor for academic affairs, City Colleges of Chicago; **May K.C. Chen,** director of research and planning, Los Angeles Community College District; and **Byron McClenney,** president, Community College of Denver.

Cracks in the Ivory Tower: Conflict Management in Higher Education

Moderator/Presenter: **Susan A. Holton,** professor of communication, Bridgewater State College. *Presenters:* **Allan Ostar,** adjunct professor of higher education, The Pennsylvania State University, and senior consultant, Academic Search Consultation Service; **Howard Gadlin,** president, California Association of Ombudsmen; **Walter Gmelch,** director, Center for the Study of Department Chairs, and professor and chair, Educational Leadership and Counseling Psychology, University of Washington; and **Jacqueline Gibson,** director, Mediation Program, University of Oregon.

College-Level Learning in High School

Presenter: **Frank Wilbur,** associate vice president for undergraduate studies and director, Project Advance, Syracuse University.

Academic Affairs-Student Affairs: Designing Collaborative Partnerships to Enhance Student Learning

Presenter: **Charles Schroeder,** vice chancellor for student affairs, University of Missouri.

Successful Use of Teaching Portfolios

Moderator/Presenter: **Peter Seldin,** distinguished professor of management, Pace University. *Presenters:* **Susan Forman,** vice president for undergraduate education, Rutgers University; and **John Zubizarreta,** professor of English, Columbia College.

Spiritual Values, Secular Sources: A Challenge for Higher Education

Presenter: **Peter H. Van Ness,** academic dean, Union Theological Seminary.

The Learner-Centered Classroom: Changes in Instructional Practices and Assumptions

Presenter: **Maryellen Weimer,** senior lecturer, The Pennsylvania State University, Berks Campus.

The Kellogg Fellowship: Crossing Boundaries for Teaching and Service

Facilitator: **Ricardo Romo,** vice provost for undergraduate education, University of Texas at Austin. *Presenter:* **Jaime Chahin,** associate vice president for human resources, Southwest Texas State University.

Federal Patrols at State Borders: The Disestablishment of Dual Systems of Higher Education

Sponsored by the AAHE Black Caucus.
Presenters: **M. Christopher Brown,** Robert Graham Endowed Fellow, and **Robert M. Hendrickson,** head, Department of Education Policy Studies, The Pennsylvania State University.

Combating Discrimination: Lessons From the San Francisco State University Experience

Presenters: **Joseph Julian,** chair-elect, AAHE Asian and Pacific Caucus, and dean for university human relations, **Penny Saffold,** vice president for student affairs and dean of students, and **Hollis Matson,** chair, Academic Senate, San Francisco State University.

Establishing Academically Based Service-Learning Partnerships Between College and Community

Presenters: **Joshua Young,** service-learning coordinator, **Robert Exley,** director, Wellness Institute, **David Johnson,** associate professor of psychology, and service-learning faculty coordinator, and **Sharon Johnson,** professor of independent studies, Miami-Dade Community College.

5:00 - 6:00 pm

TOMAS RIVERA LECTURE

"The Border and This Writer's Sense of Place"

Presenter: **Rolando Hinojosa-Smith,** Ellen Clayton Garwood Chair for Creative Writing, University of Texas at Austin.

6:00 - 7:00 pm

Tomás Rivera Reception

Sponsored by the AAHE Hispanic Caucus.

6:30 pm

Ticketed Event

AAHE Women's Caucus Dinner at the Jane Adams Hull House Museum

Fee $25/$35. See page 21 for more.

Dolores Cross

K. Patricia Cross

Robert Putnam

Rolando Hinojosa-Smith

Willie Brown

6:15 - 7:00 am

Aerobics Class

7:30 - 9:30 am

Ticketed Event

5th Celebration of Diversity Breakfast: "The Importance of Affirmative Action"

Jointly sponsored by the AAHE Caucuses.
Presenter: **Willie Brown,** mayor-elect, City of San Francisco
Fee $10. See page 21 for more.

8:15 - 9:30 am

CONCURRENT SESSIONS

Making the Connections for Environmental Literacy: The Talloires Declaration in Action

Cosponsored by Second Nature; Association of University Leaders for a Sustainable Future; and Center of Respect for Life and Environment.
Presenters: **Thomas H. Kelly,** director, Association of University Leaders for a Sustainable Future; others to be announced.

The New Autonomy and the Oligarchy: Governance, Change, and Reform in American Higher Education

Moderator: **Terrance MacTaggart,** Fulbright Scholar, Ministry of University Affairs. *Presenters:* **Judith Eaton,** chancellor, Minnesota State Colleges and Universities; and **Marvin Peterson,** professor of higher education, University of Michigan.

Achieving the Promise of Information Technologies

Presenter: **James W. Johnson,** vice provost for information technology, Emory University, and chairperson, Board of Trustees, EDUCOM.

Educating for Lives of Commitment in a Complex World: Findings From *Common Fire*

Presenters: **Cheryl Keen** and **Jim Keen,** deans of faculty, Antioch College, and coauthors (with Larry Daloz and Sharon Parks) of *Common Fire* (Beacon Press).

Powerful Engagements for Teachers and Learners: The Experiential Foundations of Service-Learning

Presenters: **Sally Migliore,** executive director, NSEE; **James Case,** assistant vice president for career services, Thunderbird American Graduate School of International Management; and **Sharon Rubin,** vice president for academic affairs, Ramapo College of New Jersey.

Crossing Boundaries: Creating a Culture of Academic Unit Responsibility for University Outreach

Presenters: **Roy G. Arnold,** provost and executive vice president, **Lyla Houglum,** dean of extended education and director of extension service, and **Walter Rudd,** professor and head, Department of Computer Science, Oregon State University.

8:30 am - 2:00 pm

Exhibit Hall Open

9:45 - 11:00 am

CONCURRENT SESSIONS

The Balkanization of America . . . and the Challenge to Higher Education

Presenters: **Leo Estrada,** director, Center for North American Integration and Development, and associate professor of urban planning, University of California-Los Angeles; and **William Frey,** adjunct professor of sociology and research scientist, Population Studies Center, University of Michigan.

Distance Education: New Opportunities and Challenges

Presenters: **James R. Mingle,** executive director, State Higher Education Executive Officers (SHEEO); and **George Connick,** president, Education Network of Maine.

Leadership as a Unifying Theme for Teaching Across the Disciplines

Presenter: **John Burkhardt,** program director, Leadership and Higher Education, W.K. Kellogg Foundation.

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After NAFTA: Higher Education's International Agenda

Moderator: **Alfredo de los Santos, Jr.,** vice chancellor for student and educational development, Maricopa Community Colleges. *Presenters:* **Richard Jonsen,** executive director, and **Francisco Marmolejo,** director, U.S.-Mexico Educational Interchange Project, Western Interstate Commission for Higher Education; **Manuel Pacheco,** president, University of Arizona; **Sylvia Ortega Salazar,** president, Mexican Association of International Education; and **Christine Savage,** executive director, British Columbia Consortium for International Education.

Can a Curriculum Be Both Effective and Efficient?

Presenters: **Jerry Gaff,** vice president, Association of American Colleges & Universities; **Dennis Jones,** executive director, National Center for Higher Education Management Systems (NCHEMS); and **Ann Ferren,** associate professor of education, The American University.

Playing With the Visible and Hidden: How Assumptions of Privilege Shape the Construction of Classroom Knowledge

Presenters: **Mary Kay Tetreault,** vice president for academic affairs, California State University-Fullerton; **Frances A. Maher,** professor of education, Wheaton College; **Jill Tarule,** dean of education, University of Vermont; and **Eileen Wilson-Oyelarian,** dean of the college, Salem College.

The Academy and the Community: Moving Beyond Public Relations

Presenters: **Ira Harkavy,** director, Center for Community Partnerships, University of Pennsylvania; **Herman Blake,** vice chancellor for undergraduate education, Indiana University Purdue University Indianapolis; and **Keith Morton,** associate director, Feinstein Center for Public Service, Providence College.

11:15 am - 12:30 pm

CONCURRENT SESSIONS

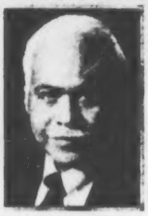
Affirmative Action: California at the Crossroads

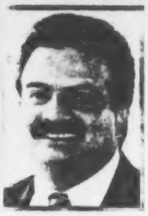
Presenters: **Felicenne H. Ramey,** executive officer, University of California-Davis, and chair, AAHE Women's Caucus; and **Francisco Rodriguez,** director, Cross-Cultural Center, University of California-Davis.

James Johnson

Cheryl Keen

Jim Keen


Leo Estrada


Francisco Rodriguez

Corporate Change, Campus Change: Reflection on Restructuring

Presenter: **Elaine H. Hairston**, chancellor, Ohio Board of Regents.

Interinstitutional Collaboration: Urban Schools Reforms

Moderator/Presenter: **Alfredo G. de los Santos, Jr.**, vice chancellor for student and educational development, Maricopa Community Colleges, and principal investigator, Phoenix Urban Systemic Initiative. *Presenters:* **Leonard Valverde**, dean, College of Education, Arizona State University, and coprincipal investigator, Phoenix Urban Systemic Initiative; and **Rene Diaz**, superintendent, Phoenix Union High School District.

Expanding International Horizons for Minority Students

Presenters: **Richard Hope**, vice president, and **Haskell Rhett**, president, Woodrow Wilson National Fellowship Foundation; **Marcia Frost**, director of recruitment, U.S. Department of State; and **Julius Coles**, director, International Affairs Center, Howard University.

A Woman's Place Is on the Web: Internet Resources for Activists, Scholars, and Educators

Sponsored by the AAHE Women's Caucus.

Presenters: **Stacey Kimmel**, women's studies bibliographer and reference librarian, and **Judith Sessions**, dean and university librarian, Miami University.

Fostering a Campus Culture of Teaching and Learning

Presenter: **Pat Hutchings**, director, The Teaching Initiative, AAHE.

12:30 - 2:00 pm

BUSINESS MEETING

AAHE Women's Caucus

SPECIAL NETWORKING EVENT

Ecology Network Brown Bag Lunch

12:30 - 1:50 pm

Ticketed Event

Community Service Action Officers Forum (cont.)

See page 20 for more.

1:00 - 1:50 pm

PROGRAM BRIEFINGS

(b) Building Community: Discipline-Based Seminars in the First Year

Presenters: **Deborah Durnham**, academic advising coordinator, **Howard Erlich**, dean, Humanities and Sciences, and **Laurie Arliss**, associate professor of speech and communication, Ithaca College.

(b) Princeton Project 55 Public Interest Program

Presenters: **John Fish**, coordinator, Public Interest Program, Princeton Project 55; and others.

(b) Broadening the Definition of Scholarly Work: George Mason University's Experience

Presenters: **James Fletcher**, associate provost for faculty matters, and **Sondra Patrick**, director, Program in Support of Teaching and Learning, George Mason University.

(b) UWired: A Collaborative Model for Integrating Technology Into Teaching and Learning

Presenters: **Louis Fox**, associate vice provost, **Pamela Stewart**, director for planning and facilities infrastructure for computing and communications, and **Lizbeth Wilson**, associate director, Libraries for Public Services, University of Washington.

(b) The Wakonse Learning Community: Integrating Curricular and Cocurricular Experiences

Presenters: **Joseph Johnston**, professor of counseling psychology and director, Wakonse Residence, **Charles Schroeder**, vice chancellor for student affairs, and **William Bondeson**, professor of philosophy and family and community medicine and cofounder, Wakonse Foundation, University of Missouri-Columbia.

(b) Multiple Approaches for Utilizing Longitudinal Assessments of Students' Expectations and Experiences With Academic and Nonacademic Diversity Initiatives

Presenters: **John Matlock**, assistant vice provost and director, Office of Academic Multicultural Initiatives, and **Margaret Sciney Matlock**, assistant professor and associate coordinator for academic issues on diversity for Division I, School of Nursing, University of Michigan.

(b) Community Policing: A Campus Approach to Solving Problems

Sponsored by the AAHE Black Caucus.

Presenters: **Robert L. Palmer**, vice president for student affairs, **Clifford Wilson**, associate vice president for auxiliary services, and **John Grela**, director of public safety, SUNY at Buffalo.

(b) Building Social Capital Through Engagement

Presenters: **Diane Pike**, professor and chair, Department of Sociology; **Kristin Anderson**, assistant professor and chair, Department of Art History, **James Hayes**, assistant professor and chair, Department of Speech, **Frankie Shackelford**, associate professor and chair, Department of Modern Languages, and **Thomas Morgan**, associate professor of business and MIS, Augsburg College.

(b) The Socially Responsible College: What Would It Look Like? A Report on One Experiment

Moderator: **Julie Ramsey**, dean of the college, Gettysburg College. *Presenters:* **Karl Mattson**, director, Center for Public Service, and **Jane Aebersold**, coordinator, First Year Residential College Program, Gettysburg College. *Discussant:* **Danise Jones-Dorsey**, assistant to Mayor Kurt L. Schmoke, Baltimore (MD).

(b) Kachinas and Space Stations: Icons of New Communities

Presenters: **Reed Riner**, professor of anthropology, **Charles Connell**, provost, and **Miguel Vasquez**, associate professor of anthropology, Northern Arizona University.

(b) Mentoring for Diversity: A Multicultural Collaboration Between a Research University and a Teaching University

Sponsored by the AAHE Hispanic Caucus.

Presenters: **Yvonne Rodriguez,** assistant professor, and **Barbara R. Sjostrom,** professor of elementary education, Rowan College; **Margarita Benitez,** visiting professor, CELAC, SUNY at Albany; and **Maria Barcelo,** professor, Universidad Del Sagrado Corazon.

(b) Partners for a Caring Community: A Model and Method for Collaborative Community Action

Presenters: **Laura Weaver,** administrator, Portland Educational Network, Portland State University; **Maxine Thompson,** coordinator, Leaders Roundtable; and **Lorena Campbell,** project director, East County Caring Community.

(b) Institutes: How Can They Put Universities on the Cutting Edge of Converting Mission Into Practice?

Moderator/Presenter: **Kristen Wenzel,** assistant vice president for mission and executive director, Center for Christian-Jewish Understanding, Sacred Heart University. *Presenter:* **Lawrence Frizzell,** chairperson, Jewish-Christian Studies Department, and director, Institute of Judeo-Christian Studies.

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Ticketed Event

Technology Seminar (cont.): TLTR Program

See page 19 for more.

[illegible] 2:15 pm

CONCURRENT SESSIONS

Crossing Boundaries to Build a Preferred Vision for the Food System in 2020: Lessons in Building Partnerships

Moderator: **Gerald Campbell,** professor of agricultural economics, University of Wisconsin-Extension. *Presenters:* **Walter Hill,** dean and research director, Tuskegee University; **Rick Foster,** program director and coordinator, W.K. Kellogg Foundation; **Ian Maw,** dean of academic and student affairs, Cook College, Rutgers University; **Gerald Klonglan,** associate dean for research, Iowa State University; **Philip Larsen,** professor and head, Department of Plant Pathology, University of Minnesota; and **Ken Shapiro,** project director, Wisconsin Food System Partnership, University of Wisconsin-Madison.

Boundaries of Change: Adult Learners and College Traditions

Sponsored by the AAHE Community College Network.

Moderator: **Gail Mellow,** provost, Rockland Community College, and chair, AAHE Community College Network. *Presenters:* **Virginia Gonzalez,** professor of counseling, Northampton Community College; **Barbara Macaulay,** associate dean for academic affairs, Quinsigamond Community College; and **Carol Solon,** professor of English, Norwalk Community College.

Reaffirming the Role of Faculty in Academic Advising

Presenters: **Gary Kramer,** associate dean of admissions and records and professor of educational psychology, Brigham Young University; **Wes Habley,** founding board member, National Academic Advising Association, and director of assessment, American College Testing (ACT); **Peggy King,** assistant dean for student development, Schenectady County Community College; **Faye Vowell,** dean, School of Library and Information Management, Emporia State University; and **Eric White,** director, Division of Undergraduate Studies, The Pennsylvania State University.

Empowerment Through Student-Centered Teaching, Learning, and Technology

Sponsored by the AAHE Hispanic Caucus.

Presenters: **William Aguilar,** vice president for information resources and technology, California State University-San Bernardino; **Armando Arias,** dean for instructional media and distance learning services, California State University-Monterey Bay; **Henry Ingle,** assistant vice president for technology planning and development, University of Texas at El Paso; **Rodolfo Arevalo,** provost, Fort Hays State University; and **Roberto Villarreal,** associate vice president for academic affairs, University of Texas at El Paso.

Shifting Paradigms: Toward New and Effective Approaches to Community Service and Service-Learning

Presenters: **David B. Ray,** director, Ford/UNCF Community Service Partnership Project; **Fleda Mask Jackson,** director, Campus Compact HBCU Network; and others.

Revolution in the Library: Is Yours Underway Yet?

Presenters: **Elaine Didier,** associate dean of the graduate school, University of Michigan; **Althea Jenkins,** executive director, Association of College and Research Libraries; **Patricia Senn Breivik,** dean of library sciences, Wayne State University; and **Louis Albert,** vice president, AAHE.

The Border: A Multi-Disciplinary Approach to Critical Issues

Sponsored by the AAHE Women's Caucus.

Presenters: **Beth Braker,** professor of biology, Occidental College; **Angelina Venya,** instructor, Humanities Department, and **Irene Soriano,** instructor, Art Department, Rancho Santiago Community College District.

Open Meeting: The AAHE Teaching Initiative

Presenter: **Pat Hutchings,** director, The Teaching Initiative, AAHE.

Collaborative Learning and Groupware: Converging Trends With Unusual Potential

Presenters: **Andy Burnet,** director, Center for Creativity, Cranfield School of Management; **Trent Batson,** director of academic technology, Gallaudet University; and **Roberta S. Matthews,** associate dean for academic affairs, F.H. LaGuardia Community College, and member, AAHE Board of Directors.

2:00 - 3:30 pm

FORUM

Balkanization and Citizenship
Organizers: **Lena Astin,** associate director, Higher Education Research Institute, Graduate School of Education, University of California-Los Angeles, and past chair, AAHE Board of Directors; **Richard Freeland,** vice chancellor for academic affairs, CUNY; **Josh Smith,** professor and director, Higher Education Program, New York University, and director, Center of Urban Community College Leadership; **Barbara Hetrick,** vice president, Maryland Independent Colleges and Universities Association; **Steve Arvizu,** executive vice president, California State University-Monterey Bay; **Cheryl Leggon,** associate professor of sociology, Wake Forest University; and **Clifford Adelman,** senior research analyst, U.S. Department of Education.

3:45 - 4:45 pm

MEETING

AAHE Information Literacy Action Community

CONCURRENT SESSIONS

Public Service Entrepreneurs and Community-Based Social Change
Presenter: **Gregory T. Ricks,** president, Echoing Green.

Statewide Imperatives: A Forum to Explore AAHE Activities on the State Level
Presenters: **Howard Altman,** professor of modern languages, University of Louisville; and **John Gardner,** director and professor, National Resource Center for the Freshman Year Experience & Students in Transition, University of South Carolina.

Empowerment Through Interinstitutional Collaboration: A Statewide Model for Leadership Development
Presenters: **Phyllis Denbo,** director, College Leadership New Jersey, New Jersey Institute of Technology; and **Janice Ballou,** director, Center for Public Interest Polling, Eagleton Institute, Rutgers University.

Traveling to Zimbabwe: Thoughts on International Travel and Faculty Development
Sponsored by the AAHE Black Caucus.
Presenters: **Derise E. Tolliver,** assistant professor, School for New Learning, DePaul University; and **Sheila Baldwin,** professor of English, Columbia College.

The Repatriation Process: Status and Impact on Local Communities, Educational Programming, and Career Opportunities
Sponsored by the AAHE American Indian/Alaska Native Caucus.
Presenters: **Tom Biron,** coordinator, Lansing Community College Native American Leadership Program; **Kayle Crampton,** Zilbiwing Cultural Society, Saginaw Chippewa Tribe; **Clarence Syrette,** Ojibway traditional teacher, Rankin Reserve First Nation; and **Esther Jacko,** Lands Management Office, White Fish River First Nation.

Learning Down Under — Government and Faculty Improving Teaching/Learning in Australian Universities
Presenters: **Faith Trent,** professor of education and dean, Faculty of Education, Flinders University; and **Alex Radloff,** senior lecturer, Academic Staff Development, Teaching Learning Group, Curtin University of Technology.

An Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institution
Presenters: **Amy Driscoll,** director of community/university partnerships, Center for Academic Excellence, **Sherril Gelmon,** associate professor of public administration, **Barbara Holland,** executive director, Public Relations, and **Seanna Kerrigan,** capstone coordinator, Center of Academic Excellence, Portland State University.

Teaching Difference: Learning Communities and Multicultural Learning
Presenters: **Jeanine Elliot,** codirector, Washington Center for Improving Undergraduate Education, The Evergreen State College; **Joye Hardiman,** director, Tacoma Campus, The Evergreen State College; **Gilda Sheppard,** faculty, Humanities and Social Sciences, Seattle Central Community College; and **Lynn Dunlap,** faculty, Language and Literature, Skagit Valley College.

The Agile Organization: Using Technology to Meet the Demand for Higher Education
Moderator/Presenter: **Lawrence Dotolo,** president, Virginia Tidewater Consortium. *Presenter:* **Ann Raymond Savage,** associate vice president for academic affairs, Old Dominion University.

To Strengthen Service-Learning Policy and Practice: Stories From the Field
Presenter: **Timothy Stanton,** director, Haas Center for Public Service, and **Nadine Cruz,** associate director, Haas Center for Public Service, Stanford University; and **Dwight E. Giles, Jr.,** associate professor of human and organizational development, Vanderbilt University.

Creative Pedagogy: A Spectrum of Strategies to Enhance Community Through Active Learning
Presenters: **Rick Battistoni,** director, Feinstein Institute for Public Service, Providence College; **Zelda Gamson,** professor of education and director, New England Research Center for Higher Education, University of Massachusetts-Boston; and **Cheryl Keen,** dean of faculty, Antioch College.

5:00 - 6:00 pm

CONCURRENT SESSIONS

Comparing How Technology Is Used to Do Work in Higher Education and at Microsoft
Presenters: **Jim Ptaszynski,** strategic relations manager, Microsoft Corporation; others to be announced.

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Felicenne Ramey

Pat Hutchings

Gail Mellow

Barbara Leigh Smith

Roberta Matthews

Women College Presidents Speak Out: The U.N. Fourth World Conference on Women
Moderator: **Donna Shavlik,** director, Office of Women in Higher Education, American Council on Education. *Presenters:* **Gloria Scott,** president, Bennett College; and **Ruth Burgos Sasser,** president, San Antonio College.

The Transfer Swirl: Action Steps for a New Reality
Moderator: **Roberta Matthews,** associate dean for academic affairs, F.H. LaGuardia Community College, and member, AAHE Board of Directors. *Presenters:* **Laraine Bengis,** director of articulation and transfer, CUNY; **Helen Giles-Gee,** associate vice chancellor for academic affairs and director of articulation, University of Maryland System; **Catherine Pride,** director of transfer and articulation, Middlesex Community College; and **Kathleen M. Shaw,** associate project director, Cultures of Success: A Study of Community Colleges With High Transfer Rates, Bridgewater State College.

From Rhetoric to Reality: Matrix Management Models for Boundary Spanning in Higher Education
Moderator/Presenter: **Charles McClintock,** associate dean for research and academic administration, College of Human Ecology, Cornell University. *Presenters:* **Stuart Lynn,** associate vice-president for information resources and communications, Office of the President, University of California; and **John Wiesenfeld,** dean, College of Science, Florida Atlantic University.

7:45 - 10:30 pm

Ticketed Event
Second City, Etc. Theatre
Fee $30. See page 21 for more.

7:30 - 9:00 am

BREAKFAST AND AAHE TOWN MEETING

Discussion of AAHE's 1996-1997 Agenda
Presenter: **Russell Edgerton,** president, AAHE.

9:15 - 10:15 am

CONCURRENT SESSIONS

AAHE in South Africa: A 1997 Educational/Cultural Tour
Sponsored by the AAHE Black Caucus. *Moderators:* **Melvin Terrell,** vice president for student affairs, Northeastern Illinois University; and **Roselle Wilson,** vice president for student affairs, Rutgers University.

Promoting Leadership for Diversity: Challenging Traditional Paradigms
Sponsored by the AAHE Hispanic Caucus. *Moderator/Presenter:* **Sheryl L. Santos,** director, Division of Curriculum and Instruction, College of Education, Arizona State University. *Presenters:* **Carlos Vallejo,** interim director, Office of Diversity Recruitment and Support Programs, College of Education, and **Robert Pena,** assistant professor of educational leadership and policy studies, Arizona State University.

Promoting Interdisciplinary Teaching and Learning: The Case of Eastern Michigan University
Presenters: **Deborah DeZure,** director, Faculty Center for Instructional Excellence, and **Ronald Collins,** provost and vice president for academic affairs, Eastern Michigan University.

Writing Colleagues: Students Facilitating Change Across Disciplinary Boundaries
Presenters: **Cheryl Forbes,** assistant professor of writing and rhetoric, **Kristen Mermagen,** Writing Colleague coordinator, **Brandon Anderson,** student, and **Mary Ruth Cox,** associate provost, Hobart & William Smith Colleges.

The New Metropolitan University and Its Community
Presenters: **Theodore Gross,** president, and **Richard Krieg,** executive director, Institute for Metropolitan Affairs, and Arthur Rubloff Professor of Public Administration, Roosevelt University.

Lessons Well Learned: The Impact of Adult Learners on Colleges and Universities
Presenters: **Frederic Jacobs,** professor and dean, School of Education, and **Tai Arnold,** lecturer of education, The American University.

Roles and Responsibilities of Faculty of Color: Balancing the Demands
Sponsored by the AAHE Black Caucus. *Presenters:* **Charlene Guss,** manager of program development, Loyola University of Chicago; and **Harriette W. Richard,** assistant professor of psychology, Northern Kentucky University.

Report From AAHE's Teaching, Learning & Technology Roundtable Program
Presenter: **Steven W. Gilbert,** director, Technology Projects, AAHE.

The Search for Remedies: State Legislative Views on Higher Education
Presenters: **Christine Maitland,** higher education coordinator, National Education Association; and **Sandra Ruppert,** higher education policy analyst, Educational Systems Research.

10:30 - 11:15 am

CLOSING PLENARY

"On Boundaries and Borders"
Presenter: **Diana Natalicio,** president, University of Texas at El Paso, and chair, AAHE Board of Directors.

12:30 - 3:30 pm

Workshops
W-25, W-26, W-27, W-28, W-29, W-30, W-31
Fee required. See pages 14-19 for details.

1:00 - 2:00 pm

Ticketed Event
Art Institute of Chicago Guided Tour
Fee $10. See page 21 for more.

WORKSHOPS

THE PRE- AND POSTCONFERENCE PROFESSIONAL DEVELOPMENT WORKSHOPS ARE A SMALL BUT VALUABLE PORTION OF THE CONFERENCE OFFERINGS, PROVIDING INTENSIVE AND PRACTICAL LEARNING EXPERIENCES. TO REGISTER, MARK YOUR CHOICE(S) ON THE REGISTRATION FORM AND ADD THE APPROPRIATE AMOUNT(S) TO YOUR REGISTRATION FEE.

WORKSHOP CATEGORIES:

- ▸ **PLANNING/LEADERSHIP/ MANAGEMENT**
- ▸ **ASSESSMENT**
- ▸ **SUPPORTING STUDENTS**
- ▸ **COLLABORATIVE/COOPERATIVE LEARNING**
- ▸ **FACULTY DEVELOPMENT/EVALUATION**
- ▸ **SERVICE-LEARNING**
- ▸ **PROFESSIONAL DEVELOPMENT**
- ▸ **TECHNOLOGY & INFORMATION RESOURCES**

PLANNING/LEADERSHIP/ MANAGEMENT

W-03 Affirmative Action Reframed: Institutional Responses and New Directions

Learn how higher education has responded to the challenges of access and permanence for underrepresented students. Explore potential new strategies to prevent retrenchment of affirmative action practices, and whether the institutional challenges vary by history and geographic location.

Presenters: **James B. Stewart,** vice provost for educational equity, The Pennsylvania State University; **A. Ayanna Boyd-Williams,** assistant dean for student affairs and minority programs, Graduate School, Duke University; and **Reginald Wilson,** senior scholar, American Council on Education.

Sponsored by the AAHE Black Caucus.

Sunday, March 17
9:00 am-12:00 pm **$50**

W-09 Participative Planning — Getting Everyone Into the Action

For frustrated leaders seeking to implement broad-based, large-scale change (at the department, school, or institution level). Learn several effective strategies to involve the whole system in changing itself, developing broad-based "buy-in" at the outset, and using the knowledge of people throughout the organization to inform strategic direction and commit to action.

Presenters: **Steve Brigham,** director, AAHE Continuous Quality Improvement (CQI) Project, AAHE; and **Monica M. Manning,** executive officer, The Nova Group, and director, Academic Quality Consortium.

Sunday, March 17
9:00 am-12:00 pm **$50**

W-10 School Reform: Roles for Colleges and Universities

Full-day workshop, includes lunch. AAHE's Education Trust works with K-12 and higher education leaders in several cities on "K-16" reform strategies. Learn what Trust staff and representatives from several "K-16 Council" and "Community Compact" cities have learned about critical roles for higher education in improving public schools. Hear practical information about launching a local process to set standards for what students should know and be able to do, methods for aligning admissions requirements with the new standards, and steps to create a K-16 Council in your community.

Presenters: **Kati Haycock,** director, and **Paul Ruiz** and **Carol Stoel,** principal partners, The Education Trust, AAHE.

Sunday, March 17
10:00 am-3:30 pm **$90**

W-16 Reengineering the Academic Workplace — Implementation Strategies and Issues

Does business process reengineering belong on your campus? Examine the barriers and critical success factors. Map core university processes, and develop strategies for implementation. Case studies help you evaluate the strategies and the impact on organization, culture, and people. Focuses on the role and appropriate deployment of information technology. Some prior knowledge of reengineering or process improvement is helpful.

Presenter: **Susy S. Chan,** vice president for information technology, DePaul University.

Sponsored by the AAHE Asian and Pacific Caucus.

Sunday, March 17
1:00-4:00 pm **$50**

TIP TOP SHAPE

SITTING FOR HOURS IN SESSIONS MAY IMPROVE YOUR MIND. BUT TO KEEP YOUR BODY IN SHAPE, AAHE OFFERS A NUMBER OF ATHLETIC ACTIVITIES DURING THE CONFERENCE, INCLUDING MORNING AEROBICS CLASSES ON MARCH 18 AND 19, AND A WALKING ARCHITECTURAL TOUR OF CHICAGO. BRING YOUR WORKOUT SWEATS AND SHOES!

W-18 How Chairs Can Transform Departments Into Effective Teams
In productive teams, all members feel valued, creativity and risk taking are encouraged, members share their knowledge and skills, participative decision making is used, and the group is led by a team leader with good skills of facilitation and conflict management. Learn how academic chairs can develop these team leadership skills. You receive Lucas's book *Strengthening Departmental Leadership*.
Presenter: **Ann F. Lucas,** professor of organization development, Fairleigh Dickinson University.
Sunday, March 17
1:00-4:00 pm $60

W-21 Women Educators as Fundraisers and Philanthropists
Learn about the latest trends and techniques in attracting private support for higher education. Discuss recent research on women as philanthropists.
Presenters: **Virginia Kelsch,** associate vice chancellor for university relations, University of California; and **Alice Green Burnette,** assistant secretary for institutional advancement, Smithsonian Institution.
Sponsored by the AAHE Women's Caucus.
Sunday, March 17
1:00-4:00 pm $50

W-24 Inclusion With Power: Discovering Latino Administrators in Higher Education
Discuss the results of a first-ever national assessment of the status of Latino administrators, which identified as interacting factors more than twenty-five sociodemographic and career outcome variables. A follow-up study will incorporate in-depth interviews with a respondent subsample.
Presenters: **Carlos Hernandez,** president, Jersey City State College, and past-chair, AAHE Hispanic Caucus; and **Mildred Garcia,** assistant vice president for academic affairs, Montclair State University.
Sponsored by the AAHE Hispanic Caucus.
Sunday, March 17
2:00-5:00 pm $50

W-28 Enrollment Management: A Process Approach
Learn how process teams are essential in addressing recruitment; retention; financial aid; issues of cost, price, and value; and more. Presents a framework for enrollment management, how to form a process team, and how to use the process team effectively in developing enrollment initiatives. Covers process mapping, research, planning, and the development of "product" initiatives. Long-term strategic enrollment planning, and management of change. You receive a summary of trends and Ingersoll's book *Education for the Third Wave*.
Presenter: **Ronald J. Ingersoll,** director, Center for Enrollment Management.
Wednesday, March 20
12:30-3:30 pm $60

ASSESSMENT

W-13 What to Do About Assessment (Well) Before the Accrediting Review Team Comes
How can you meet your accrediting agency's requirements and, at the same time, use assessment to answer your institution's critical questions about student outcomes? Explore several effective and creative approaches and methods; discuss planning, first steps, timelines, and related costs and benefits; and consider how these options square with accreditor standards and mandates. Most useful to those campuses undergoing (re)accreditation in the next few years that want to get started early and well.
Presenters: **Tom Angelo,** director, AAHE Assessment Forum; and **Ralph Wolff,** executive director, Western Association of Schools and Colleges, and founder, Institute for Creative Thinking.
Sunday, March 17
1:00-4:00 pm $50

W-17 Strengthening Quality and Coherence in General Education Through Assessment
Examine techniques for building course clusters and sequences. Explore ways to use assessments to identify the most effective parts of your general education curriculum and build upon them. Learn how to link the courses students take with their improvements in learning using assessments that not only meet accreditation and accountability standards but also point to more effective teaching, learning, and advising. Helpful for campuses anticipating a regional accrediting association review of general education assessment procedures.

Based on NCTLA research, and uses Portland State University's innovative reform as a model. You receive Portland State's *General Education Working Group Report and Recommendations* (1993) and NCTLA's *Realizing the Potential: Improving Postsecondary Teaching, Learning, and Assessment* (1995).
Presenters: **James L. Ratcliff,** director, National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA), The Pennsylvania State University; and **Michael Reardon,** provost, Portland State University.
Sponsored by NCTLA.
Sunday, March 17
1:00-4:00 pm $60

W-29 A Teacher's Dozen: Fourteen General Findings From Research That Can Help Us Understand and Improve College Teaching, Assessment, and Learning
Learn fourteen research-based guidelines grounded in basic educational and psychological research on teaching, learning, or assessment, plus practical, related applications. The guidelines and related strategies focus on enhancing students' attention, memory, information processing, self-assessment, groupwork, motivation, time management, and more. Interactive.
Presenter: **Tom Angelo,** director, AAHE Assessment Forum.
Wednesday, March 20
12:30-3:30 pm $50

W-31 Assessing Expectations for Student Academic Performance: Addressing the Doonesbury Challenge
Cartoonist Garry Trudeau took higher education to task for "dumbing down" the curriculum. Like *Involvement in Learning*, he identified "expectations" as central to improvement. Explore how to assess levels of expectations for student performance through a variety of techniques (focus groups, time-use studies, interviews, portfolios, faculty conversations, etc.). Offers examples from around the country, plus ideas for raising expectations and the implications of such efforts.
Presenters: **Karen Maitland Schilling,** associate professor of psychology, and **Karl L. Schilling,** special assistant to the provost and associate professor of interdisciplinary studies, Miami University.
Wednesday, March 20
12:30-3:30 pm $50

SUPPORTING STUDENTS

W-04 Class in the Classroom
Full-day workshop, includes lunch. Social class is the diversity issue least examined or discussed. Explore the experience and implications of multiple social class backgrounds in the classroom. Examine your own history, discover commonalities and differences among social classes in your experience of academe and the class-

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SPECIAL/TICKETED EVENT

OPEN TO CAMPUS COMPACT MEMBER PRESIDENTS ONLY

T-4 Campus Compact Presidents' Leadership Colloquium: "Colleges and Universities as Citizens"

March 16 6:00-9:00 pm
March 17 9:00 am-3:00 pm

The Colloquium addresses a range of issues relevant both to collegiate presidential leadership and to service in higher education. Nationally recognized guest speakers address: "The Public Purposes of Higher Education: American Universities' Traditions of Commitment to Communities and Citizens"; "Presidential Leadership in Troubled Times"; "Reinventing Presidential Leadership"; and "What Good Is Service-Learning?" The goal is to generate new ideas for ways presidents can reaffirm their role as leaders in their communities and in society. Includes ways that a strengthened commitment to "service" — broadly defined — can help presidents and institutions demonstrate leadership: on campus, in the community, nationally, and globally. Starts with a reception and dinner on Saturday at the Chicago Art Institute.
For more, contact: Melissa Smith, Campus Compact, Box 1975 Brown University, Providence, RI 02912; ph 401/863-2842.
NOTE: Open to Campus Compact member presidents only. FEE: $100 per president, includes Art Institute dinner March 16 and continental breakfast and lunch March 17. Register by February 1.

room, and begin to devise goals and teaching techniques. Through talking about your own experiences, begin to develop a language for addressing the issue.
Presenters: **Lee Warren,** associate director, Derek Bok Center for Teaching and Learning, and **Peter Martynowych,** doctoral candidate, Graduate School of Education, Harvard University.
Sunday, March 17
9:00 am-4:00 pm $90

W-22

For those looking to enhance learning, success, satisfaction, and retention, especially for first-year students. Share strategies from your own campus and compare its approaches with national trends and model practice. Learn about new administrative structures, freshman and transfer-student seminars, living/learning centers, orientation, advising, small-group peer instruction, and efforts to bring commonality to the academic experience such as summer reading programs. You receive a resource notebook of model programs and contact persons. Appropriate for partnerships of senior and mid-level academic or student affairs administrators and faculty. Interactive.
Presenters: **John N. Gardner,** director and professor, and **Betsy O. Barefoot,** codirector for research and publications, National Resource Center for the Freshman Year Experience & Students in Transition, University of South Carolina.
Sunday, March 17
1:00-4:00pm $50

W-23

How can we meet the needs of at-risk students, given current financial exigencies? Are underrepresented students in danger of being shut out of higher education? Explore these questions and their related issues. Includes strategies to maintain and improve the quality of college or university support services.
Presenters: **Muriel A. Hawkins,** assistant vice chancellor, University of Wisconsin-Oshkosh; **Robert D. James,** associate vice chancellor, Office of Special Programs, SUNY, Systemwide Administration; and **Howard E. Wray III,** associate dean for undergraduate education, The Pennsylvania State University.
Sponsored by the AAHE Black Caucus.
Sunday, March 17
1:00-4:00 pm $50

W-25

Faculty are an integral part of any advising process, either as the only source for students or as part of a larger advising system. Learn how to improve your program by improving advising's least effective components — faculty training, accountability, evaluation, and recognition/reward.
Presenters: **Gary Kramer,** associate dean of admissions and records and professor of educational psychology, Brigham Young University; **Wes Habley,** founding board member, National Academic Advising Association, and director of assessment, American College Testing (ACT); **Peggy King,** assistant dean for student development, Schenectady County Community College; **Faye Vowell,** dean, School of Library and Information Management, Emporia State University; and **Eric White,** director, Division of Undergraduate Studies, The Pennsylvania State University.
Wednesday, March 20
12:30-3:30 pm $50

W-30

Learn the elements necessary for creating a validating classroom environment and fostering both academic and social learning communities on campus. Focuses on campus environments that include culturally diverse student populations.
Presenters: **Romero Jalomo,** project director, Center for Bilingual Education and Research, and **Laura Rendon,** associate professor of higher education, educational leadership, and policy studies, Arizona State University.
Sponsored by the AAHE Hispanic Caucus.
Wednesday, March 20
12:30-3:30 pm $50

COLLABORATIVE/ COOPERATIVE LEARNING

W-06

Offers a framework and rationale for collaborative learning in undergraduate institutions. Explore ways collaborative learning can be used in discrete classroom settings and also in learning communities, i.e., programs that link or cluster classes around larger themes and often involve collaborative teaching and collaborative learning. Focuses on effective design: both of collaborative student work within a course and of learning communities.
Presenters: **Barbara Leigh Smith,** vice president and provost, The Evergreen State College; and **Faith Gabelnick,** president, Pacific University.

Sponsored by the Collaboration in Undergraduate Education (CUE) Network.
Sunday, March 17
9:00 am-12:00 pm $50

W-11 Collaborative Learning and Groupware
See description on page 19.
Sunday, March 17
12:30-5:00 pm $60

W-19 Advanced Cooperative Learning: An Eclectic Approach
Hone your implementation skills, deepen your understanding of group processes, and expand your repertoire of classroom activities. Learn less known yet highly effective advanced structures such as "Reciprocal Peer Questioning," "Paired Annotations," and "Cooperative Case Studies." Highly interactive, including modeling and rehearsal. Draws from different schools of cooperative and active learning and from national movements such as classroom assessment, writing-across-the-curriculum, and critical thinking. You receive an extensive packet of materials.
Presenter: **Barbara J. Millis**, associate director for faculty development, United States Air Force Academy.
Sunday, March 17
1:00-4:00 pm $50

W-26 Enhancing the Collaborative Cooperative Learning Experience: A Guide for Faculty Development
For instructional administrators and faculty development specialists. Learn to facilitate an inservice model to help faculty use collaborative/cooperative learning techniques more effectively in their classrooms. Includes a systematic approach for examining assumptions underlying these techniques and issues of power, gender, race, ethnicity, and culture. Learn a process for critiquing methods and improving outcomes. You receive reproducible faculty development handouts and exercises.
Presenters: **Barbara A. Macaulay**, associate dean for academic affairs, Quinsigamond Community College; and **Virginia G. Gonzalez**, professor, Northampton Community College.
Sponsored by the Collaboration in Undergraduate Education (CUE) Network.
Wednesday, March 20
12:30-3:30 pm $50

FACULTY DEVELOPMENT/EVALUATION

W-07 Teaching as Community Property: Getting Started With Peer Collaboration and Review of Teaching
Designed for campuses interested in new roles for faculty in the improvement and evaluation of teaching. Draws on two years of work in a twelve-university national project, "From Idea to Prototype: The Peer Review of Teaching." Look at strategies pilot departments in the project use to make teaching "community property"; discuss key issues raised by peer review (e.g., Who are the peers? What are the standards for judgement? What contexts are most powerful?); and strategize about how to move your own campus ahead. Individuals are welcome; most effective for campus teams (an academic administrator and several faculty). You receive extensive materials.
Presenter: **Pat Hutchings**, director, AAHE Teaching Initiative.
Sunday, March 17
9:00 am-12:00 pm $50

W-08 The Promotion and Tenure Committee
For faculty who chair or serve on promotion and tenure committees and administrators responsible for establishing guidelines and appointing members. Explore what information committees should provide candidates, questions to ask, and ways to improve the process. Develop guidelines for documenting nontraditional forms of scholarly/professional or creative work. You receive copies of Diamond's faculty guides: *Serving on Promotion & Tenure Committees* and *Preparing for Promotion & Tenure.*
Presenters: **Robert Diamond**, director, National Project on Institutional Priorities & Faculty Rewards, and assistant vice chancellor for instructional development, and **Bronwyn Adam**, assistant project director, Center for Instructional Development, Syracuse University.
Sunday, March 17
9:00 am-12:00 pm $60

W-15 The "Ins and Outs" of Peer Review of Teaching and Learning
For administrators and faculty. Discuss and experience methods for improving peer review of teaching and learning. Covers (1) making in-class observations meaningful and appropriate for gathering data for peer review (i.e., what observers should look for, training them, etc.); (2) peer review of instructional materials (i.e., developing checklists and standards, procedures, etc.); and (3) resources to help chairs and faculty set up effective peer review systems.
Presenters: **Laurie Richlin**, director, Office of Faculty Development, University of Pittsburgh; and **Brenda Manning**, faculty development specialist, Center for Instructional Development and Distance Education, University of Pittsburgh, and faculty development director, St. Margaret Memorial Hospital.

SPECIAL/TICKETED EVENT
WORKSHOP FOR CAOs AND CEOs

T-7 Teaching, Learning & Technology Roundtable (TLTR) Introductory Workshop for CAOs and CEOs
March 17 12:15-4:15 pm

No single faculty member can know all the information technology options available for teaching any single course, and no single institution can afford to support all the approaches and technologies available for teaching and learning. Hard choices must be made. The AAHE Teaching, Learning & Technology Roundtable Program seeks to improve the quality and accessibility of higher education through better planning and collaborative campus support for the selective use of information technology and information resources in teaching and learning — while controlling costs.

Examine the TLTR conceptual framework and guidelines, and learn how to launch your own campus TLT Roundtable. (If your institution has already begun a TLT Roundtable, a separate closing session focuses on how to advance it.) Hear a panel of representatives — including CAOs — from successful campus TLT Roundtables present brief "case studies" and address your questions. (Register before *February 23, 1996*, to be invited to submit questions to guide the panel's preparation.) Discuss with your peer CAOs and CEOs your own goals for improving teaching and learning through more effective uses of information technology, and identify common obstacles and solutions.
Presenters: **Steven W. Gilbert**, director, AAHE Technology Projects; and others from TLTR colleges and universities.
NOTE: This workshop complements the day-long Saturday, March 16, TLTR seminar designed for teams (see page 19).
FEE: $100, includes lunch.

SPECIAL FORUM

New Pathways Forum: A Network Meeting of Individuals Seriously Engaged in Reexamining Faculty Careers and Employment

March 18 3:30-5:00 pm

The issue of academic tenure is under discussion on campuses, in boardrooms, and in state legislatures. But no one is quite sure which institutions are contemplating or enacting what kinds of changes in tenure policies and practices. To dispel myths and develop baseline information that can be shared with all interested parties, in November AAHE issued a "call for information" to provosts of all four-year institutions.

At this special forum, learn the results of that first survey, receive additional materials, discuss selected cases of campus reexamination, and become part of a network of colleagues studying academic tenure issues. Especially designed for individuals who are not simply interested bystanders but are themselves engaged in a review of some aspect of tenure on their campus.
NOTE: Free, but to attend contact Pamela Bender, program coordinator, Forum on Faculty Roles & Rewards and The Teaching Initiative, AAHE, by fax or email: 202/293-0073, aaheffrr@aahe.org. Advance registrants receive an advance copy of the survey.

Sponsored by the Professional and Organizational Development (POD) Network.
Sunday, March 17
1:00-4:00 pm $50

W-20

Go beyond reflective practice to focus on critically reflective practice — that is, teaching that helps teachers to uncover assumptions that seem congenial but end up working against their own best interests. Explore how to become critically reflective by viewing your practice through four lenses: your autobiography, your students' experiences, your colleagues' perceptions, and theoretical literature. Learn what happens to teachers when they embark on this journey, and how campus cultures can be changed to encourage it. Learn through discussion and demonstration approaches to developing critical reflection. You receive Brookfield's book *Becoming a Critically Reflective Teacher.*
Presenter: **Stephen Brookfield,** distinguished professor, University of St. Thomas.
Sunday, March 17
1:00-4:00 pm $60

W-26

See description on page 17.
Wednesday, March 20
12:30-3:30 pm $50

SERVICE-LEARNING

W-05

Linking academic study with projects that serve the common good can be a powerful vehicle for enhancing traditional kinds of academic learning. Learn the many ways generic service-learning components such as site selection, in-class assignments, evaluation, and reflection can and should be modified to meet the goals of individual courses and disciplines. Discuss models of discipline-based service-learning courses and strategies for building out beyond individual courses into larger multidisciplinary learning units. You receive a special resource packet.
Presenters: **Edward Zlotkowski,** founder and director, The Bentley Service-Learning Project, Bentley College, and senior associate, AAHE; and **Ira Harkavy,** director, Center for Community Partnerships, University of Pennsylvania.
Cosponsored by Campus Compact.
Sunday, March 17
9:00 am-12:00 pm $50

W-14

Requires good working knowledge of service-learning. Look at some key "second-generation" issues; e.g., how to link service-learning not just to an institution's mission statement but also to its admissions policy; how to link individual faculty members to create larger patterns of curricular coherence; thinking in terms of single-focus community placements versus sustained, multifaceted community partnerships. Covers what can be learned from the wide variety of service-learning programs established nationwide. Bring your own "second-generation" issues. You receive a resource packet.
Presenters: **Sandra Enos,** project director, Integrating Service With Academic Study, Campus Compact; **Keith Morton,** associate director, Feinstein Center for Public Service; and **Edward Zlotkowski,** founder and director, The Bentley Service-Learning Project, Bentley College, and senior associate, AAHE.
Cosponsored by Campus Compact.
Sunday, March 17
1:00-4:00 pm $50

PROFESSIONAL DEVELOPMENT

W-27

A basic introduction to psychological type theory and concepts. Verify your own type and explore fundamental similarities and differences among types. Designed for those without prior exposure to the Myers-Briggs Type Inventory (MBTI) or type theory.
NOTE: Register by *February 16, 1996,* to receive by mail the MBTI question booklet and answer sheet; return your completed test by *February 23* to be scored prior to the conference.
Presenter: **William Banis,** director, University Career Services, Northwestern University.
Wednesday, March 20
12:30-3:30 pm $50

TECHNOLOGY AND INFORMATION RESOURCES

W-01

Hands-on. The Epiphany Project, funded in part by the Annenberg/CPB Projects, is developing a faculty support program to help faculty members and those who support them learn how to use LANs, workstations linked to the Internet, software tools, the WWW, etc. to teach English composition and

writing more effectively. Offers theory and practice. Prepares you to use such technology to improve your own teaching, and to use the Epiphany materials and resources to offer local workshops and follow-up training for others.
NOTE: Off-site at Governors State University. Fee includes transportation.
Presenters: **Trent Batson,** director, Academic Technology, Gallaudet University; others to be announced.
Sunday, March 17
8:00 am-12:30 pm $60

W-02 Using Computer Presentation Graphics in Teaching: The Digital Chalkboard
Learn to enhance lectures and presentations with graphical elements (text, video, animation, etc.) using software such as Microsoft Powerpoint, an easy way to begin using computers to improve your teaching and students' learning. Also covers projection devices and lighting. You benefit most if you bring course materials (word-processed outlines, graphics files) that you would like to adapt into the new format. Includes demonstrations and practice with popular and easy-to-use presentation software tools.
NOTE: Off-site at Governors State University. Fee includes transportation.
Presenter: **Marsha Woodbury,** associate director of education, Sloan Center, University of Illinois, Urbana-Champaign
Sunday, March 17
8:00 am-12:30 pm $60

W-11 Collaborative Learning and Groupware
Learn to use information technology to support and extend the collaborative and cooperative learning efforts of students — both inside and outside the classroom. Includes an introduction to the pedagogical and epistemological issues, plus "hands-on" experience. Explore email and WWW options, group decision support tools, and groupware used by industry to facilitate collaborative work and communication.
NOTE: Off-site at Governors State University. Fee includes transportation.
Presenters: **Trent Batson,** director, Academic Technology, Gallaudet University; others to be announced.
Sunday, March 17
12:30-5:00 pm $60

W-12 Practical Access to Internet and WWW Resources for Instruction and Research: A Hands-On Tour and Introduction to Policy Issues
Learn connection strategies, and the most appropriate and easily used tools for finding and using information. Explore software indices and pointers to discipline-based resources. Sample significant resources appropriate for instruction and research. Hear cautions and frank discussion of the Internet's current limitations. Covers institutional policy issues and options, simple instructional uses of email, and the World Wide Web. You work at a networked computer, with network software, to locate and view Internet resources in your discipline. You receive access tool software.
NOTE: Off-site at Governors State University. Fee includes transportation.
Presenters: **David Bantz,** associate vice chancellor for information technology, University of Wisconsin-La Crosse; and **Vijay Kumar,** associate director of computing and information systems, Mt. Holyoke College.
Sunday, March 17
12:30-5:00 pm $60

TECHNOLOGY SEMINAR: TLTR PROGRAM

Saturday, March 16 8:30 am-4:00 pm
Sunday, March 17 8:30 am-1:00 pm (opt.)
Tuesday, March 19 1:00-4:00 pm

A "conference within a conference" for teams from institutions wanting to learn about and to become more actively involved with AAHE's TLTR Program. The AAHE Teaching, Learning & Technology Roundtable (TLTR) Program seeks to improve the quality and accessibility of higher education through better planning and collaborative campus support for the selective use of information technology and information resources in teaching and learning — while controlling costs. This national program encourages, guides, and assists individual colleges and universities to develop their own Roundtables and to work on related projects with other institutions.

This seminar focuses on:
- TLTR program: overview and update
- Defragmenting faculty support services
- "Education, Technology, and the Human Spirit" — an upcoming event
- Intercampus task group and discussion groups (evaluation, faculty rewards, regional TLTR activities, distance education, vendor interface, etc.)

On Sunday, March 17, you are welcome to schedule small-group working sessions and participate in "special interest groups" defined by function (e.g., library, faculty development, etc.). Finally, on Tuesday, March 19, the seminar closes with a summary of TLT Roundtable tasks.

For more: Subscribe to the listserv AAHESGIT by sending a message to LISTPROC@LIST.CREN.NET that says SUBSCRIBE AAHESGIT YOURFIRSTNAME YOURLASTNAME; browse the technology section of the AAHE World Wide Web page at http://www.ido.gmu.edu/aahe/welcome.html; or contact Ellen E. Shortill, program coordinator, Technology Projects, AAHE: 202/293-6440 x38, SHORTILL@CLARK.NET.

Eligibility: A special seminar invitation mailed in December 1995 invited CAOs to oversee the selection of attendees to this seminar. The composition of both a local Roundtable and the registering team is important; useful advance information is available on the WWW site above.

Note: Space is limited; campus teams of 3+ people have priority. Each team member must identify his/her "team liaison" on the Conference Registration Form (see Section F). *Fee:* $150 per participant, includes lunch.

BEST COPY AVAILABLE

REGISTER NOW TO ATTEND ONE OR MORE OF THESE CONFERENCE ACTIVITIES BY MARKING YOUR CHOICE(S) ON THE REGISTRATION FORM AND ADDING THE APPROPRIATE FEE(S), IF REQUIRED. TICKETED ACTIVITIES REQUIRE ADVANCE REGISTRATION; TICKETS ARE NOT AVAILABLE AT THE DOOR. ALL ACTIVITIES ARE OPEN TO ALL CONFEREES WHILE SPACE REMAINS.

SATURDAY, MARCH 16

T-1 Black History Tour of Chicago/ African Art Shopping Excursion
11:30 am-5:00 pm
Chitown awaits you! Enjoy the sights of *bronzeville!* See the historic *Chicago Defender* newspaper, one of the oldest dailies in the nation; the newly renovated DuSable Museum; the world-class Harold Washington Library; and much, much more. Then *"shop 'til you drop"* for traditional religious and ceremonial African masks, statues, fabrics, jewelry, and artifacts from West Africa. Fee includes tour transportation and refreshments, the gospel concert, and the clubs *(see below). Sponsored by the AAHE Black Caucus.*
NOTE: Limited seating. Ticket/ advance registration is required.
FEE: $45.

College Gospel Concert
7:00-8:30 pm
Columbia College Chicago hosts a gala event of invited college choirs.
Sponsored by the AAHE Black Caucus.
NOTE: No ticket is required. Free.

Dancin' at the Club!
9:30 pm-12:00 am
Whether you like to shimmy, samba, or listen to smooth sounds, come dance the night away . . . to a blues, jazz, or Afro/Latin beat. A variety of clubs featuring different music are available. Among them, The Culture Club offers free samba lessons at 9:30-10:30 pm. *Sponsored by the AAHE Black Caucus.*
NOTE: To facilitate planning, indicate your interest on the Registration Form. Free.

T-2 Community Service Action Officers Forum
1:00-5:00 pm
President Clinton's national service program, AmeriCorps, is in trouble. With the future of national service in doubt, it is more important than ever for higher education to consider how to best use the resources it has to meet the needs of its communities while improving student learning and development.

Are you the point person for service activities on your campus? Did you attend last January's Colloquium on National and Community Service, sponsored by AAHE and Campus Compact? In this Forum, you participate in an update on the service-related work of several national organizations; compare the change process on your campus with what is happening elsewhere; examine model programs and innovative practices; and learn to access new resources and devise new strategies. The Forum will also help you take maximum advantage of the special service "track" that runs through conference workshops and sessions. (A follow-on meeting for Forum participants is scheduled on Tuesday, March 19, at 12:30-1:50 pm.)

Participation is open to all campus action officers; those who participated in the January 1995 Colloquium are particularly encouraged to attend.
Cosponsored by AAHE and Campus Compact.
For more, contact: Monica Manes, conference coordinator, AAHE, 202/293-6440 x18.
NOTE: Limited seating. Ticket/ advance registration is required.
FEE: $50.

T-3 Highlights of Chicago Tour
2:30-6:00 pm
Cruise along in a luxury motorcoach, both north and south and through the bustling "Loop." View splendid new modern architecture, explore LaSalle Street, discover three of the world's five tallest buildings, drive along Lake Michigan's beautiful Outer Drive, see the Lincoln Park Zoo and Conservatory, stop to enjoy the Navy Pier, visit Hyde Park, and much, much more. A good opportunity to find interesting places to revisit later in the week. Also a great chance to meet new people before the start of the conference.
NOTE: Limited seating. Ticket/ advance registration is required.
FEE: $25

SUNDAY, MARCH 17

T-5 AAHE Hispanic Caucus Forum and Luncheon: "Hispanic Publications: Trends and Directions"
9:00 am-1:30 pm
This year's annual event focuses on what Hispanics want to read and where they can find pertinent materials. The Forum also explores how Hispanic scholars find publishers and how publishers select Hispanic authors. Enjoy a luncheon, featuring the presentation of the annual AAHE Hispanic Caucus awards, including the First Annual Hispanic Publication Award.
Sponsored by the AAHE Hispanic Caucus.
Presenters: **Ricardo Romo,** vice provost, University of Texas at Austin; **Gary Keller,** editor, Bilingual Review Press; and **Nicolas Kanellos,** publisher, Arte Publico Press.
NOTE: Ticket/advance registration is required. You do not have to be an AAHE Hispanic Caucus member to attend. FEE: $25.

T-6 Campus Senate Leadership Retreat: "Leading Beyond a Boundary"
10:00 am-4:00 pm
On many campuses, faculty and administrators are moving across old boundaries of authority and responsibility. Traditional means of policy formation and implementation, both formal and informal, are giving way to inventive practices that call for new forms of leadership. The 1996 Retreat showcases, critiques, and celebrates governance innovations and their practitioners from around the nation.

The Retreat also concentrates on how academic leaders react to the incursions of the "quality" movement, respond to the growing demands for more inclusive governance bodies, and promote forms of democratic engagement. Special topics include the relationships between a faculty governance body and the campus president, trustees, students, and constituencies beyond the campus. Work-

shop format; small interactive groups. Campus teams of faculty and administrators who are responsible for governance are encouraged.
Sponsored by the AAHE National Network of Faculty Senates.
For details, contact: **Joseph G. Flynn**, SUNY distinguished service professor, SUNY College of Technology at Alfred, NY 14802, ph 607/587-4185; and **Karen E. Markoe**, SUNY distinguished service professor, SUNY Maritime College, Bronx, NY 10465, ph 212/409-7252.
NOTE: Ticket/advance registration is required. FEE: $75, includes a working lunch.

[illegible]

T-8 AAHE Women's Caucus Dinner
6:30 pm
Enjoy a delicious dinner in the historic Jane Adams Hull House Museum at the University of Illinois at Chicago. The evening features Bonita Nahoum Jaros in a concert entitled "Songs By, For, and About Women." A wonderful time to renew old friendships and make new ones.
NOTE: Ticket/advance registration is required. FEE: $25 for AAHE Women's Caucus members, $35 for nonmembers (you may join the caucus on your Registration Form).

[illegible]

T-9 5th Celebration of Diversity Breakfast: "The Importance of Affirmative Action"
8:00-9:30 am
Continental breakfast, followed by a presentation by San Francisco mayor-elect **Willie Brown** on the promise of diversity and the current national debate about affirmative action. *Sponsored by AAHE's caucuses.*
NOTE: Open to all conferees. Ticket/advance registration is required.
FEE: $10.

T-10 Second City, Etc. Theatre
7:45-10:30 pm
Head over to Second City, the famous comedy club where celebrities such as *Saturday Night Live* regulars George Wendt, Chris Farley, and Martin Short have appeared, as well as Mike Nichols and Elaine May, Shelly Berman, and Joan Rivers. The accent is on humor, if sometimes irreverent, with no topic too sacred for the Second City players to tackle. Riotous sketches dealing with politics, current events, and everyday life.
NOTE: Seating is limited. Ticket/advance registration is required.
FEE: $30, includes transportation.

[illegible]

T-11 Art Institute of Chicago Guided Tour
1:00-2:00 pm
Enjoy a one-hour guided tour through this museum's wonderful treasures. Afterwards, stay to browse at your leisure. An afternoon at the Art Institute is a perfect way to spend those final hours before your plane departs.
NOTE: Ticket/advance registration is required. FEE: $10.

EXHIBIT PROGRAM

THE EXHIBIT HALL AT AAHE'S NATIONAL CONFERENCE PROVIDES A SHOWCASE FOR PRODUCTS, SERVICES, PROGRAMS, PUBLICATIONS, AND SOFTWARE FOR THE HIGHER EDUCATION MARKET. YOU'LL HAVE OPPORTUNITIES THROUGHOUT THE CONFERENCE TO VISIT THE EXHIBIT HALL — TO MEET VENDORS AND TRY NEW PRODUCTS, ASK ABOUT SERVICES, COMPARE PROGRAMS, AND GET SPECIALIZED INFORMATION. THIS YEAR, THE EXHIBIT HALL ALSO WILL FEATURE POSTER SESSIONS.

Exhibitors have included:

Allyn & Bacon
The American College in London
American College Testing Program
American Language Academy
American Association of Community Colleges
Anker Publishing
ASPECT Foundation
Association for Gerontology in Higher Education
Association of American Publishers
Bureau of the Census
The College Board
College Survival
Conference Book Service
Datatel
Eastern Michigan University
Educational Testing Service
Encyclopaedia Britannica
ERIC Clearinghouse on Higher Education
Florida Endowment Fund
Follett College Stores
Hispanic Outlook in Higher Education
Illinois Bell
Internal Revenue Service-Taxpayer Education
International Conference on Experiential Learning
Jossey-Bass Publishers
Kettering Foundation
Macmillan Publishing Company
Magna Publications
MetLife
Miami University
Michigan Colleges' Consortium for Faculty Development
National Association for Women in Education
National Center on Postsecondary Teaching, Learning & Assessment
National College of Education
NOVA University
Oryx Press
Partnership for Service-Learning
Peterson's Guides
Professional and Organizational Development (POD) Network
Riverside Publishing Company
ServiceMaster
Stanley H. Kaplan Educational Centers
Spectrum Industries
Systems and Computer Technology Corp.
Taylor & Francis Group
TIAA-CREF
United Nations Publications
United Resources
University of Missouri-Kansas City
U.S. Department of Education
Washington Center for Improving the Quality of Undergraduate Education

SPECIAL AIRFARE DISCOUNTS

AAHE has a contract with United Airlines for special rates for conferees traveling to/from the meeting. You may book your ticket(s) through your local travel agent or call the toll-free number to receive the discounted rates of 5% off any published fare or 10% off a 7-day advance purchase. To receive the discount, you must reference AAHE's special account number below.

United Airlines is the official airline of the AAHE National Conference on Higher Education. Call United's reservations number toll-free 800/521-4041. Dedicated reservationists are on duty 7 days a week between 7:00 am and 10:00 pm EST. Please be sure to reference ID Number **557XP.** You or your travel agent should call today, as seats may be limited. Mileage Plus members receive full credit for all miles flown when attending this meeting. (United's toll-free reservations number is available in the U.S. and Canada.)

Hotel Reservations and Discounts

The site of the 1996 National Conference on Higher Education is the Chicago Hilton & Towers. AAHE has negotiated special room rates for conferees at the Hilton. The deadline for these special rates is *February 22, 1996.* Rooms are assigned first-come, first-serve, so make your reservations early.

- To get the **special rates** shown, you must **mail** or **fax** your completed Hotel Reservation Form by **February 22, 1996** to: Chicago Hilton & Towers, Attn: Reservations Dept., 720 S. Michigan Avenue, Chicago, IL 60605; fax 312/663-6528. Or **call** the hotel reservation line by **February 22** at 312/922-4400 (identify yourself as a conferee). **Do not send** your form to AAHE.
- Specify your definite **arrival and departure times.** All reservations must be guaranteed by a credit card or check. You may cancel guaranteed reservations until 4:00 pm on your arrival day.
- If you are **sharing** accommodations with others, submit only one form for your group. List the name(s) of your roommate(s) on the form.
- The meeting rooms of the Chicago Hilton are **accessible by wheelchair.** Note any special housing needs.
- **Do NOT send the Hotel Reservation Form to AAHE.**

HOTEL RESERVATION FORM

AAHE NATIONAL CONFERENCE ON HIGHER EDUCATION • MARCH 17-20, 1996

Check-In Time: 3:00 pm / Check-Out Time: 11:00 am

Mail/fax form to: Chicago Hilton & Towers, Attn: Reservations Dept.
720 S. Michigan Avenue, Chicago, IL 60605; fax 312/663-6528

Or call: 312/922-4400

Arrival Date ____ Time ____ Departure Date ____ Time ____

Name (*please print or type*) ____ Daytime phone ____

Address ____

City ____ State ____ Zip ____

Name(s) of Roommate(s) ____

Please identify any special access/participation needs ____

Room Type: single (*1 person*) double/twin beds (*2 persons*) nonsmoking smoking

Daily Room Rates (*check one*):	**Hotel**			**Towers** (*concierge service*)
Single:	$112	$123	$133	$160
Double:	$127	$138	$148	$178
Additional Person:	$15			$15

You must guarantee reservations by credit card or check.

Credit card name ____ Credit card number ____ Exp. date ____

Deadline for the special rates is February 22, 1996. *If the rate you request is not available, the next higher available rate will be confirmed. Rates are subject to 14.9% sales tax.*

REGISTRATION INSTRUCTIONS

- **Complete the Registration Form** (photocopies are acceptable). **Mail** your completed form **with payment or signed purchase order** (a purchase requisition/voucher is *not* sufficient) to:
  NCHE Registration
  AAHE
  One Dupont Circle, Suite 360
  Washington, DC 20036-1110
  fax 202/293-0073
  Purchase order or credit card registrations may be faxed.
- Whatever your payment method, please do NOT send a **duplicate** by mail or fax.
- Make **checks payable** to "AAHE/NCHE."
- You will be mailed confirmation of your registration if your registration is postmarked or faxed by **February 23, 1996.** Late registrations will not be confirmed; they will be processed on site in Chicago and are subject to a **$30 late fee.**
- Registration fees may be **transferred** to another person (with written consent from the original registrant). Membership dues/status are not transferrable. Fees may be **refunded** (less a processing charge of $50 for registration fees and $5 for workshop fees), provided the refund request is made *in writing* and postmarked/faxed *by **February 23, 1996.*** Refunds will be mailed *after* the conference.
- AAHE is an individual member association; your institution cannot be a member. You must be an AAHE member, or join on the Registration Form, to get the **discounted member rate.**
- The **"Full-Time Faculty"** registration rates are only for faculty teaching full course loads; these rates are not available to faculty on administrative assignment. **"Student"** rates are for full-time students.
- If your Registration Form is received after ***February 23, 1996***, your name will *not* appear in the **Preregistrants List** distributed at the conference.
- The information marked on the Registration Form with an asterisk (*) will appear on your **conference badge;** please type or print legibly.
- If you need **more information,** call 202/293-6440 x18.
- **Team/Group Discount**
  Discounts are available to teams or other groups of five or more registrants who register together. For details and rates, the team/group coordinator should contact conference coordinator Monica Manes, at AAHE at 202/293-6440 x18.

REGISTRATION FORM

AAHE NATIONAL CONFERENCE ON HIGHER EDUCATION • MARCH 17-20, 1996 / CHICAGO HILTON & TOWERS

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Position

*Institution

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*City *State Zip

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Indicate special access or participation needs

A. REGISTRATION FEES

If your registration and payment will be postmarked/faxed after *February 23, 1996*, add the $30 late fee to the fees below. If you are already an AAHE member, provide your 7-digit membership number off mailing label. *(Please note: AAHE is an individual member association; your institution cannot be a member.)* Check one box and add the fee(s) in Section G.

AAHE Members:	Regular $255 Retired $145	F/T Faculty $205 Student $145
Nonmembers:	Regular $345 Retired $195	F/T Faculty $295 Student $165

Attending family members *(outside education)*: $30 each. Provide name(s) below:

Subtotal $ ______

B. AAHE MEMBERSHIP

Join/renew AAHE, and register at the discounted member rate. See "About AAHE" for more. Check one box, and add the fee in Section G.

1yr $85 2yrs $165 3yrs $245 Student/ Retired 1yr $45

Subtotal $ ______

C. AAHE CAUCUS MEMBERSHIPS

Optional. You must be an AAHE member to join a caucus. Join/renew for the same number of years as your new/renewed AAHE membership. All caucuses are open to all AAHE members. Add the fee(s) in Section G.

___ yr(s) American Indian/Alaska Native Caucus	$10/yr
___ yr(s) Asian and Pacific Caucus	$15/yr
___ yr(s) Black Caucus	$25/1yr $45/2yrs $70/3yrs
___ yr(s) Hispanic Caucus	$25/yr
___ yr(s) Women's Caucus	$10/yr

Subtotal $ ______

D. WORKSHOPS

Make your selection(s) below. To be enrolled in an alternate if your first choice(s) is full, also indicate second and third choices. See pp. 4-9 for descriptions. Add the fee(s) in Section G. *Note:* Workshops have *limited seating*; register early. $50 each, unless noted.

Sunday, Full Day:	___ W-04, $90	___ W-10, $90		
Sunday Morning:	___ W-01, $60	___ W-02, $60	___ W-03	___ W-05
	___ W-06	___ W-07	___ W-08, $60	___ W-09
Sunday Afternoon:	___ W-11, $60	___ W-12, $60	___ W-13	___ W-14
	___ W-15	___ W-16	___ W-17, $60	___ W-18, $60
	___ W-19	___ W-20, $60	___ W-21	___ W-22
	___ W-23	___ W-24		
Wednesday Afternoon:	___ W-25	___ W-26	___ W-27	___ W-28, $60
	___ W-29	___ W-30	___ W-31	

Subtotal $ ______

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Ref. ______________ V/M/PO/T1/T2 Amt. $ ______________

E. SPECIAL/TICKETED ACTIVITIES

See pp. 6-7, 10-11 for descriptions. Indicate number of tickets desired, and add the fee(s) in Section G.

T-1	Black History Tour/Shopping	___ $45
	Dancin' at the Club!	___ Free
T-2	Community Service Action Officers Forum	___ $50
T-3	Chicago Tour	___ $25
T-4	Campus Compact Colloquium *(Compact member presidents only)(register by February 1)*	___ $100
T-5	AAHE Hispanic Caucus Forum/Luncheon	___ $25
T-6	Campus Senate Leadership Retreat	___ $75
T-7	TLTR CAOs/CEOs Workshop	___ $100
T-8	AAHE Women's Caucus Dinner	
	Caucus Member	___ $25
	Nonmember	___ $35
T-9	Celebration of Diversity Breakfast	___ $10
T-10	Second City	___ $30
T-11	Art Institute Guided Tour	___ $10

Subtotal $ ______

F. TLT ROUNDTABLE SEMINAR

For details, see p. 9. Space is limited. Teams of 3 or more have priority. If you are part of a team, you MUST indicate your team liaison below. Check the appropriate boxes below and add the $150 fee in Section G.

I will attend the TLT Roundtable Seminar.

I am the team liaison/ My team liaison is ______________

G. PAYMENT DUE

$	______	Registration (Section A)
+	______	AAHE Membership (Section B)
+	______	AAHE Caucus(es) (Section C)
+	______	Workshop(s) (Section D)
+	______	Activities (Section E)
+	______	TLTR Seminar (Section F)
+	______	Late Fee (add $30 after February 23)
−	______	Team Discount
$	______	**TOTAL PAYMENT DUE**

H. PAYMENT METHOD (FID #52-0891675)

Payment must be in U.S. dollars. Note: Registration Forms submitted without proper payment will not be processed and do not guarantee space in workshops and ticketed activities. Full payment must be postmarked or faxed by the February 23, 1996, registration deadline to avoid the $30 late fee. AAHE does not accept requisitions/vouchers or faxed copies of checks as payment. Check one box:

Signed Purchase Order (no requisitions/vouchers accepted)

Check (payable to "AAHE/NCHE")(no faxed copies of checks accepted)

VISA MasterCard (we accept *only* VISA and MasterCard)

Credit card number Exp. date

Cardholder name Cardholder signature

Registration fees within the same fee category may be transferred to another person (with written consent from the original registrant). AAHE membership dues and/or status are not transferable. AAHE will refund fees (less processing charge of $50 for registration fees and $5 for workshop fees) provided refund request is made in writing and postmarked by February 23, 1996. Refunds will be made after the conference.

Conference Themes at a Glance

The conference "call for proposals" invited contributors to consider the many kinds of boundaries that need to be crossed in pursuit of productive learning and civic renewal: boundaries of mission and accountability . . . boundaries of cultural difference, position, and internal organization . . . professionalism . . . discipline-based curriculum . . . time and place.

Below is a small sample of the types of conference sessions that will explore the seismic shifts taking place in America, the search for new pathways to productive learning and civic renewal, and the issues of leadership and organization that must be faced in order to pursue those paths.

(The full schedule of actual sessions confirmed as of press time can be found in the Conference Preliminary Program, beginning on page 4.)

SEISMIC SHIFTS, NEW TASKS . . .

- *Bowling Alone*: America's Civic Life and the Prospects for Renewal
- Media in a Multicultural Society: Losing the Glue?
- Merit and Mission: Rethinking the Educational Rationales for Affirmative Action
- Achieving the Promise of Information Technologies
- The Balkanization of America . . . and the Challenge to Higher Education

PATHWAYS TO CIVIC RENEWAL . . .

- The University and the Community: Redefining Boundaries
- Educating for Lives of Commitment in a Complex World
- Using Multimedia and Hypermedia in Support of Community Outreach and Renewal
- After NAFTA: Higher Education's International Agenda

PATHWAYS TO PRODUCTIVE LEARNING . . .

- College-Level Learning in High School
- Can a Curriculum Be Both Effective and Efficient?
- Fostering a Campus Culture of Teaching and Learning
- Making Real the Scholarship of Teaching: Guidelines for Enabling, Assessing, and Rewarding Classroom Research

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AAHE Bulletin

February 1996 Volume 48 Number 6

Boyer Remembered

An Appreciation
by Russ Edgerton

Evaluating Teaching

Solutions Old & New

BY BILL McKEACHIE
AND MATTHEW KAPLAN

Improving Teaching

A Program Within Departments

BY DEBORAH DEZURE

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In this issue:

The sad occasion of Ernest Boyer's death December 8th evoked a truly grand occasion January 21st in Princeton, as 1,200 people from all quarters — school teachers, university presidents, cabinet secretaries — gathered in Princeton University's gothic chapel for two hours of remembrance and celebration. AAHE was represented by its president, Russ Edgerton, whose own tribute to Ernie begins on the next page.

The Boyer influence was on full display that same January 21st in Atlanta at our Faculty Roles & Rewards conference, where *Scholarship Reconsidered*, Ernie's 1990 report that started it all, was probably mentioned a hundred times.

The Boyer-AAHE connections span the decades. I'd like to guess that the up-and-coming Ernie met Bill McKeachie — the author of the second piece in this *Bulletin* — at an AAHE meeting in Chicago in the 1960s. McKeachie was by then a noted psychologist, the chair and builder of Michigan's famed psych department, who later became APA president and AAHE Board chair (1978-79).

Bill's lifelong interest has been in the application of research findings to college teaching. Nine editions of his modestly titled "Teaching Tips" have primed a generation of instructors for the classroom. In 1962, he cofounded Michigan's Center for Research on Learning and Teaching — an important research unit and the country's first teaching and learning center.

McKeachie was an early champion of student evaluations in the classroom. The objections were fast and furious; Bill and others met them with research findings, and the rest is history. In the course of that years-ago debate, lots of lessons were learned — and lost. Bill's article this issue recalls learnings old and new for a practice of continuing importance.

—TJM

3 **In Appreciation: Ernest L. Boyer**/*by Russell Edgerton*

5 **Persistent Problems in Evaluating College Teaching**/*by W. J. McKeachie and Matthew Kaplan*

9 **Closer to the Disciplines: A Model for Improving Teaching Within Departments**/*by Deborah DeZure*

Departments

13 **AAHE News**/CQI institute, new fax offerings, faculty roles conference wrap-up, TLTR events, Board election slate, cases conference, Web site update . . . and more

15 **Bulletin Board**/*by Ted Marchese*

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IN APPRECIATION

Ernest L. Boyer

by

Russell

Edgerton

For many of us in AAHE, Ernest Boyer was not only a widely recognized national educational leader. He was *our* leader. Again and again over the years, we turned to Ernie to define and clarify the choices before us. And when he did so, he always managed to both personify and affirm the deeply rooted values that bind us and make us proud to be in higher education. The nation has lost a respected educator; we have lost a revered counselor, mentor, and very special friend.

Ernest Boyer was not only a widely recognized national educational leader. He was *our* leader.

On July 1, 1979, Ernie became president of the Carnegie Foundation for the Advancement of Teaching. The script called for a distinguished leader from higher education. In Ernest Boyer, the trustees got that . . . and more.

Ernie was, down to his very toes, an *educator*. The Carnegie Foundation had been a center for policy studies on the affairs of the higher education industry. Under Ernie's leadership it became a voice — and a force — for the renewal of the entire education enterprise.

Ernie's concerns clearly had deep roots . . . in his Quaker background, deep humanism, and early years as a teacher and as academic dean at a small liberal arts college. But his world view was also deeply affected by his appointment in 1977 as President Carter's commissioner of education. Until then, his world — including seven years of distinguished service as chancellor of the State University of New York — had largely been, like most of ours, the world of higher education. As commissioner, all that changed.

I remember visiting Ernie here in Washington, shortly after his appointment, and asking what I could do to help. He laughed and replied, "Do you know any school superintendents?" Then he became more serious, explaining that as commissioner he was about the only person in the country with the responsibility to see and think about education in America as an interconnected whole.

The Carnegie Foundation offered Ernie the opportunity to act out what he had learned. Having been a teacher, dean, chancellor, and U.S. commissioner of education, Ernie looked upon the entire territory of American education as familiar ground. He roamed to wherever he thought he could do some good, issuing books and reports, on subjects from *Ready to Learn* and *The Basic School* to *College: The Undergraduate Experience* and *Scholarship Reconsidered*. Higher education remained his first love, but over time he became increasingly preoccupied with the educational needs of children in their earliest years.

A Man of Special Qualities . . .

There are several reasons why Ernie seemed so special to us in AAHE.

First of all, the issues he cared most about were "our" issues. Over the years, he studied and spoke on an amazing array of subjects, among them public policy, governance, finance, accountability. But such topics were, for Ernie, always the "surround," never the crux. He constantly came back to what was and should be going on, not around or on top of but *inside* our campuses and schools. For Ernie, the heart of the matter was the issues at the center of the educational process . . . issues of purpose, curriculum, and the quality of teaching and learning.

He yearned for an education system that at every level would be organized around a core of common learning. And not simply a core of disciplinary knowledge, but knowledge that in turn was related to common *human* experiences. His very first Carnegie report was a 1981 essay coauthored with Arthur Levine called *A Quest for Common Learning.*

It was a quest he himself never gave up. In the last report he issued as Carnegie's president, a marvelous work called *The Basic School,* he presented a vision of an elementary school curriculum organized around the study of what he loved to call "the human commonalities" . . . universal experiences such as the life cycle, the use of symbols, producing and consuming, and connections to nature.

Ernie's special gift was his ability to communicate and connect with his audiences, to translate his ideas into our own situations and contexts. He was a master teacher who loved language, but there was more to it than this. He thought long and hard not only about what and how to say things, but when. He had a marvelous intuitive sense of what waves of interest were building, and how to catch and ride their crests with ideas of his own.

Ernie's special gift was his ability to communicate and connect with his audiences, to translate his ideas into our own situations and contexts. He was a master teacher who loved language, but there was more to it than this. He thought long and hard not only about what and how to say things, but when.

And he cared. He really, deeply cared. In these last years he became more passionate than ever, and more open about his passions. Recently, listening to Ernie talking about the needs of preschool children, I was reminded of Winston Churchill summoning his nation to find the will to do what was right. Ernie, on occasion, could be that good.

. . . And of Special Contributions to AAHE

I won't even try to recount all that Ernest Boyer did for AAHE over the years. Instead, I let me cite just two examples of how he illuminated paths that we then traveled . . . paths that eventually became major AAHE initiatives.

In 1981, Ernie invited all fifty chief state school officers to an unprecedented weeklong gathering in Aspen, Colorado . . . unprecedented because he asked each officer to come with a partner, a college/university president. The presidents who attended still talk about the meeting as a conversion experience . . . a conversion to thinking and caring about the whole of American education.

For Ernie, it was the beginning of a sustained effort to press the point that schools and colleges needed to work in concert toward common goals. Ernie spoke on the subject at AAHE's 1981 National Conference on Higher Education, and his speech is as relevant now as it was then. All this, mind you, was several years *before* the 1983 release of *A Nation At Risk.*

Then, in the spring of 1983, Martha Church (then president of Hood and a member of AAHE's Board) and I met with Ernie and popped the question: What if AAHE made school/college collaboration the theme of its 1984 annual meeting? Ernie laughed with delight, wondered if anyone would come, hastened to add that *he* would certainly, and offered to do everything he could to help.

At that 1984 meeting, at a memorable recognition ceremony at the Chicago Art Institute, Ernie joined us in awarding Stuben glass apples to four pioneers of the school/college collaboration movement. AAHE has been carrying on that agenda ever since. Our work in fostering school/college partnerships is now the largest program area within our national office — embodied in The Education Trust.

The second example is more recent. In the 1988-89 academic year, Ernie initiated a study of faculty priorities, directed by Gene Rice, then a senior fellow at the Carnegie Foundation. Ernie's timing was perfect, for the balance at major universities between teaching and research was coming to the surface as an important issue. The study concluded that rather than frame the issue in terms of teaching *vs.* research, we should view all faculty as scholars, and honor the fact that scholarly work was a four-sided process of discovering, synthesizing, applying, and representing knowledge.

Ernie first surfaced this message in a keynote address to AAHE's 1990 National Conference, and later made it the centerpiece of his 1990 essay *Scholarship Reconsidered: Priorities*

(continued on p. 16)

PERSISTENT PROBLEMS IN EVALUATING COLLEGE TEACHING

Student ratings, classroom observations, portfolios, appraisal interviews . . . they all could, and should, be used more effectively.

by W. J. McKeachie and Matthew Kaplan

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The idea that students might routinely evaluate the teaching they experience in college was a hard sell on most campuses; student ratings were usually introduced with a good deal of struggle. The controversies over the years caused student ratings to become the most extensively studied aspect of collegiate education. Now, after fifty years of research and more than 2,000 journal articles, there's little reason to doubt that the procedure can provide valid and useful information for both faculty members and administrators.

Even today, though, student evaluations seldom make an optimal contribution to improving either teaching or personnel decisions. One reason may be that they've become banal: Students and faculty treat them as a routine, giving them little thought. Another reason is that we forget what we've learned about how to make them most effective. Whatever the case, student and faculty time gets taken up in an exercise producing only mediocre results.

While there is consensus that student ratings should be supplemented by other evidence, such as might be included in a portfolio, problems in evaluating college teaching persist that are not likely to be solved by portfolios or other alternatives; in fact, other sources are subject to the same problems.

All of us in academe have some responsibility for the persistence of the problems; all of us should do our part in solving them.

Student Ratings as a Teaching Tool

If we take students' (or anyone's) time, we have an ethical obligation to ensure that the time spent is educational, interesting, or in some way rewarding. For midterm evaluations, one can argue that students benefit from whatever improvements follow from their feedback. But, the time students spend filling out end-of-term ratings cannot be justified in terms of a benefit they receive from improvement in that teacher's teaching.

There is, however, a value that we have failed to emphasize in our use of student ratings of teaching; that is, the potential benefit to students' own learning that can occur in the process of filling out rating forms. Student ratings of teaching should encourage students to *think* about their educational experiences — to develop clearer conceptions of the kinds of teaching and educational experiences that contribute most to their learning.

All of us could do a much better job of introducing the educational rationale for filling out these forms. We can certainly create forms that encourage students to be reflective. For example, we might ask students, "Think about the conditions where you have learned well. Describe them."

Student ratings of teaching should encourage students to *think* about their educational experiences — to develop clearer conceptions of the kinds of teaching and educational experiences that contribute most to their learning.

Faculty members can help students consider educational issues by collecting feedback early in the semester and discussing the results with the students, relating the use of the feedback to educational goals and theory. Ratings collected after the first few weeks could be either a short version of the end-of-term form or a few open-ended questions, such as "What do you like about the course so far? What suggestions do you have?"

One of us sometimes uses a form with items such as these:

> *If I am to achieve my goals in this course, I need to: do more* . . . [describe], *do less* . . . , *continue to*. . . .
>
> *I would like the teacher to: continue to* . . . , *do more* . . . , *do less*. . . .

An alternative to a rating form is Small Group Instructional Diagnosis (Redmond and Clark 1982, also see Angelo and Cross 1993), in which a consultant observes a class session and then conducts discussions with students about what is helping or hindering their learning. The observer summarizes the information and provides consultative help to the instructor. This is particularly helpful because students find out that other students not only perceive the situation differently from themselves but also may have different needs. It also has the advantage that consultation is particularly effective for improving teaching (see research by McKeachie et al. 1980).

The SGID is usually carried out between the first third and middle of a term. One benefit of collecting midterm impressions of a course from students is that the students can actually experience the effect of any suggestions the instructor implements; thus they are likely to be motivated to give helpful feedback. An instructor who collects student opinions during a term (rather than at the end) can discuss the results, opening up a dialogue that will help students think about their own learning and how various aspects of the course can contribute to it. As this conversation continues through the term, students will be more sophisticated in their responses on a final evaluation form.

Discussion with students aimed at helping them evaluate their own learning and the conditions that contribute to it develops their ability to learn more effectively. Discussions before and after ratings are collected can result in more useful feedback for teachers and help students become better learners. Any instruction of students on how to be better evaluators should produce more valid evidence for personnel committees judging effective teaching.

Student involvement will have progressively less impact if aspects of a course or curriculum have not been changed despite generations of student complaints. There are undoubtedly times when the faculty knows better than students what is needed, but a long record of student complaints signals at the least that we've done a poor job of helping them understand why the course or curriculum is as it is. More often there is some validity to the complaints, and we have an obligation to consider them seriously. When student comments lead to revisions, we should let current students know in order to encourage their further participation in improving learning and teaching.

To sum up: The student opinion form could, and should, be educational in the highest sense — helping students gain a better understanding of the goals of education, stimulating them to think more metacognitively about their own learning, motivating them to continue learning, and encouraging them to accept responsibility for their learning.

Helping Teachers Learn From Feedback

What about faculty members? What value lies in the process for them?

There is evidence that faculty members do improve their teaching as a result of getting feedback from student ratings or through other methods. However, the amount of improvement depends upon the type of information collected and the use of the information. Typically, feedback from questionnaire items referring to specific behaviors is more likely to be helpful than from broad, general items.

In addition, faculty members should have an opportunity to choose items that answer questions they would like answered with respect to their own course and teaching. If departments or colleges require certain items to be included, they have an ethical obligation to make sure those items are indeed relevant to each instructor's teaching responsibilities. Irrelevant questions simply confirm faculty and student suspicions that the whole process is a bureaucratic exercise rather than an honest attempt to improve education.

All too often we fail to help faculty members interpret the results of the ratings; their eyes glaze over at the rows and columns of statistics. But consultation about the ratings with an experienced peer or an expert, even explicit suggestions such as lists of teaching strategies or techniques, makes a big difference in the amount of improvement teachers make.

One reason that such help is more effective than a simple return of ratings is that most of us as teachers tend to focus on the few low evaluations or the one stinging comment — even though that comment may be contradicted by the ratings of most students. Teaching is a highly personal activity, involving one's deepest sense of self. Negative comments are difficult to ignore. We all find it hard to believe that we were unaware that one of our students had such negative feelings about the class.

Research on feedback from filmed or videotaped classes has shown that the teacher viewing the videotape tends to focus on minutiae of gestures and personal appearance. A consultant viewing the videotape can help a teacher sort out the major issues from the minutiae. Similarly, in interpreting student ratings, a consultant can help sort out the most useful information, provide encouragement and strategies for improvement, and suggest printed materials, workshops, training opportunities, or other means for continued learning.

Despite our knowledge of how to increase the value of student ratings, many colleges roll out the forms without a thought to useful feedback; consultation is more nearly the exception than the rule. Our failure to ensure that student ratings are used *effectively* is an ethical breach, affecting both us as faculty members and our students.

The Use of Student Ratings in Personnel Decisions

Student ratings also are used in decisions about promotion and salary increases. Here, too, we have serious problems. The most serious may be that teaching is not valued as highly in practice as in our rhetoric. Even when members of personnel committees say that teaching and research should receive equal weight in promotion, their judgments put preponderant weight on research.

But even when administrators and faculty committees sincerely intend to recognize excellent teaching, they fail to take student ratings as seriously as they should. Seldom do they bother to investigate the extensive research literature on student ratings of teaching. Decades of research have related student ratings to measures of student learning, student motivation for further learning, instructors' own judgments of which of two classes they had taught more effectively, alumni judgments, peer and administrator evaluation, and ratings by trained observers. All of these criteria attest to the validity of student ratings well beyond that of other sources of evidence about teaching (see Feldman 1989a, 1989b; Marsh 1987). Yet members of personnel committees cheerfully use their own biases (especially if their own ratings are not high) as a substitute for this more substantial evidence from students.

In addition, faculty committees and administrators often have stereotypes about what effective teaching involves. They assume, for example, that a teacher who is not highly organized will be less effective than one who is. But while organization is, in general, related to effectiveness in teaching, the effect of different degrees of organization depends on the students' own abilities and background.

Because particular characteristics of teachers and teaching are far from perfectly correlated with teaching effectiveness, Scriven (1991) has argued that ratings on such characteristics should not be used at all by personnel committees. We agree with Scriven's point, but we do so because we believe that administrators, faculty evaluation experts, and others responsible for justice in faculty evaluation have failed in our responsibility to provide proper training for those who are using student ratings as a source of evidence for personnel decisions.

Just as we need to teach students to use ratings of teaching as a means of thinking about their education, we need to teach faculty members how to use portfolio development to improve their teaching.

In general, student ratings of their *own* learning, of their own achievement of course goals (such as critical thinking), and of their own motivation for further learning in the area of the course are preferable to their evaluations of *teacher* characteristics. Ratings on teacher warmth, organization, and enthusiasm, for example, could be helpful to a committee if used with some sophistication, and such items can be helpful for teacher improvement. But these characteristics are neither necessary nor sufficient as indicators of effective teaching. We fail ethically when we permit important personnel decisions to proceed on the basis of such potentially misleading data.

As an aside, it is worth mentioning that evaluations of research can be just as questionable. Studies of judges' agreement on papers submitted for publication suggest that we don't do very well on papers even in our own fields; so there is likely to be even more reason to question the wisdom of personnel-committee members making judgments outside their own areas of expertise.

Another source of problems in personnel decisions is the general practice of judging a faculty member's teaching effectiveness against college-wide norms. Clearly, teaching methods, and therefore ratings, differ across departments. Similarly, even though variables such as class size, grading standards, class level, and other characteristics have relatively small effects upon overall student ratings, small differences in numerical averages are often treated as significant by personnel committees.

Because norms are so often detrimental to teacher motivation and are so frequently misused in personnel decisions, we believe personnel committees should be provided with the distributions of student responses, rather than with norms.

Portfolios and Interviews

Student ratings may be the best-validated source of evidence of teaching effectiveness, but everyone agrees that other data are also desirable. Today the most frequently advocated device is the teaching dossier or portfolio. The portfolio approach has many advantages, including that of providing diverse sources of evidence.

Portfolios can, however, be costly to put together, in time and resources, and they have their own sources of bias. An "attractive" portfolio — with color, graphics, and perhaps a videotape — may prove more persuasive than one with less polish. And just as research is sometimes judged by the number of publications, large portfolios may carry more weight than short ones. Some faculty members may be more skilled at putting a best face on what they have done (or believe the committee would want them to have done) than others. All these potential sources of bias matter with portfolios because of the importance of the decisions they can influence.

Just as there are ethical problems in taking student time to fill out rating forms that are not used effectively, there are real problems in asking faculty members to spend time compiling portfolios if the personnel committees have had no training in evaluating such evidence with validity and fairness. Appropriate training might begin with discussion of what effective teaching is. Is the ultimate criterion *student learning*? If not, what other criteria are relevant? If some agreement is reached on what effective teaching is, the committee members might practice judging portfolios, assessing their agreements and disagreements until some consensus is reached.

And just as we need to teach students to use ratings of teaching as a means of thinking about their education, we need to teach faculty members how to use portfolio development to improve their teaching. Guidelines for faculty to use in preparing their portfolios and consultation with experienced peers or experts not involved in the personnel decision can be helpful in the months or years before the critical portfolio goes forward to the personnel committee. During that time, instructors can be provided with opportunities to improve in areas in which the documentation appears to be weak.

Moreover, because the nature of effective teaching differs across disciplines, the nature of portfolios should vary, too. Promotion committees need to be trained to look for different kinds of evidence rather than to judge on the basis of a single stereotype of the "good teacher" or "good portfolio."

Another area in which we have been remiss is in the appraisal interview that normally follows the review of a faculty member's personnel file or portfolio. These interviews can be a useful device for facilitating faculty development, but they often leave faculty members angry, defensive, and less motivated. Typically, the department head has had no training in carrying out such interviews.

Norman Maier's book *The Appraisal Interview* (Wiley, 1958) describes three styles of appraisal interviews: "tell and sell," "tell and listen," and "joint problem solving." Only the last seems to be generally effective. It is a tragedy to do a good job of collecting the evidence in an ethical fashion, to evaluate it fairly, but then to use it in ways that result in poorer, rather than better, teaching.

Let's Do Better

The evaluation of teaching can have important consequences for both students and teachers. Clearly, we are all fallible; we are not likely to achieve perfection; but we can do better, and we should. We have an ethical obligation to maximize the value of the time spent by students, faculty, and personnel committees. ■

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CLOSER TO THE DISCIPLINES

A Model for Improving Teaching Within Departments

To its cross-disciplinary services, Eastern Michigan University added a program of "departmental instructional liaisons," with promising results.

by Deborah DeZure

More than half of American colleges and universities now have programs to promote teaching effectiveness. Many of these programs offer centralized services that address generic instructional issues in cross-disciplinary forums. While useful in many ways, these centralized services are often underused by faculty, rejected by many as too remote from their disciplinary teaching concerns. For many faculty, *teaching* means *teaching history* or *teaching music* or *teaching biology*. For them, instructional development should become more disciplinary, engaging these faculty by exploring issues of teaching in the context of their departmental expectations and their disciplinary values and modes of discourse.

The Rationale

Current efforts to move instructional development closer to the disciplines emerge from trends in higher educational theory, practice, and research.

First, there is a renewed emphasis on teaching, focusing on rewards for teaching effectiveness; the systematic, inclusive, and thoughtful evaluation of teaching; a concern for the graduate training of faculty who can teach well; and the availability of more faculty willing and able to take a leadership role in instructional issues in their departments without risk to their reputations as scholars.

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Second, the assessment movement and calls for accountability have led academic departments to scrutinize their effectiveness in teaching. Many departments find that their graduates are not achieving the disciplinary goals they've defined for students. Faculty are beginning to come to grips with the need for curricular review and the inadequacy of traditional methods of instruction for new student populations; they are aware of changes within their disciplines, opportunities brought by technology, and in the skills and knowledge students need for the changing world of work and advanced study. As a result, there is a new readiness to look at instructional issues as an activity deserving of their time and energy, and often mandated by accreditors.

Third, research on teaching and learning underscores the important relationship between content knowledge and teaching effectiveness. Lee Shulman's work, for example, describes master teachers as having an exquisite knowledge of their discipline and the ability to transform that knowledge to make it accessible to students. There is also significant new research about teaching and learning in specific disciplines. Research on learning increasingly stresses "situated cognition" and the disciplinary, contextual nature of college teaching. Research on disciplinary cultures describes the distinctive discourse, climates, and ways of thinking and knowing in different departments, findings that need to be accommodated in models of instructional development.

Research on change in higher education emphasizes the need to give faculty what they want and need in terms that they themselves define, often framed by their primary allegiance to their discipline.

And fourth, faculty prefer services delivered "closer to home," where and when it is most convenient for them. Faculty within departments or disciplinary clusters — the sciences, business, education — typically are located on a separate part of campus, with schedules dictated by particular disciplinary considerations. A centrally scheduled program convenient for one group is often inconvenient for others.

Into the Departments

It's true that cross-disciplinary programs can address general principles of teaching, and do so away from charged departmental politics, personalities, and the tendency to debate content to the exclusion of methods. And such programs can be cost-effective, promote multidisciplinary dialogue, and build community by bringing together faculty from across campus.

But the limits are also significant. Centralized programs excise disciplinary content and specific learning goals from the equation of teaching and learning. They tend to decontextualize teaching, removing it from the realities of specific students who enroll in specific programs of study, from departmental policies, requirements, and curricula, and from resource and environmental factors such as classroom, lab, and clinical conditions.

These programs most often are not rooted in perceived departmental needs; they eliminate or deny the importance of disciplinary paradigms and values; they are often out of touch with cutting-edge innovations in discipline-based teaching. For many faculty, the leap from general principles to their application in classrooms centered on disciplinary content may be too great.

For all these reasons, Eastern Michigan University (EMU) embarked on an initiative to move instructional development closer to the disciplines, while maintaining comprehensive cross-disciplinary programs and services.

> The center began concerted efforts to move instructional development closer to the disciplines, providing a balance of cross-disciplinary and discipline-based programming and services. Since that time, participation has grown eightfold, involving faculty from every department.

EMU in Context

Eastern Michigan University is a public comprehensive university serving 23,000 students. There are 1,300 instructors, including more than 700 tenured and tenure-track faculty, in 33 academic departments.

In 1985, provost and VPAA Ronald Collins established the Faculty Center for Instructional Excellence (FCIE) to provide support for faculty in their teaching efforts. The center provides cross-disciplinary workshops and consulting services, produces a newsletter and journal on college teaching, and sponsors grants for innovative teaching and other special events. Over time, the FCIE developed a core of faculty who attended events regularly, but these faculty were relatively few in number. Entire departments and disciplines never participated.

In 1992, the center began concerted efforts to move instructional development closer to the disciplines, providing a balance of cross-disciplinary and discipline-based programming and services. Since that time, participation has grown eightfold, involving faculty from every department. There are several dimensions to this transformation, but the key to this success is related in great part to an experimental model of *departmental instructional liaisons.*

Departmental Instructional Liaisons

Departmental instructional liaisons are faculty who are given one-quarter release time for one or two consecutive semesters to provide leadership and support for instructional development within their department. As director of the FCIE, I assist them in their efforts, by providing suggestions, administrative assistance, information on teaching and learning, and connections to the network of campus experts on instructional issues.

There are four liaisons each term, in different departments. They are funded by the Provost's Office, on the basis of lecturer replacement costs. The liaison initiative is now in its third year. To date, one academic department has assumed responsibility for the cost of the liaison after the two semesters, to ensure continuity of instructional development efforts.

Our Selection Process

The departmental selection process has been a collaborative effort involving the deans, department heads, the committees of curriculum and instruction, faculty interested in pursuing the liaison role, and myself. Initially, the selection of departments reflected their high level of need and interest, a history of discontent and lack of interest in cross-disciplinary instructional services, the department head's interest in innovation, and the availability of faculty members who wished to serve as liaisons.

More recently, considerations include departmental student evaluation profiles, enrollment and retention data, and the results of program review and assessment efforts. This is not a top-down model; it is need-driven, determined primarily by participating departments that want to pursue these efforts.

Key criteria for the selection of liaisons include their interest in instructional issues; perceived legitimacy as a leader in their department, respected for scholarship *and* teaching; organization and communication skills; interpersonal qualities such as openness, tact, nonjudgmental attitude, supportiveness, and empathy; and availability, as determined by both the faculty member and the department head. The liaison does not have to be a "star" teacher, only a committed one. The liaisons have all been mid-career tenured faculty.

Common Elements, Individual Approaches

The instructional development efforts pursued by the liaisons and their departments have varied, but there are common elements that appear to be significant and highly productive.

Most departmental instructional liaisons have:

- conducted a needs assessment of the faculty's interests, willingness to participate, and convenient meeting times;
- prepared a preliminary plan of goals and activities for the release semesters, in consultation with the department's head and faculty and with me;
- met at least once with the department's entire faculty to discuss the goals and plans (usually as part of a department meeting);
- provided programs through the term focused on teaching issues directly relevant to the department;
- arranged for guest speakers on issues related to teaching in the discipline (department funds were used if there were speaker fees);
- had a few priorities, which were systematically addressed;
- developed a method of communicating, be it by newsletter, update, memo, flyer, or a departmental computer conference;
- established dialogue with other departments about teaching issues;
- focused on issues surrounding a problematic course (e.g., the introductory course or a "gatekeeper" course in the major);
- focused on a set of student skills that were of concern to many faculty in the department (e.g., critical thinking, or oral communication);
- included programs on diversity issues and instructional technology;
- maintained attendance and evaluation records for programs and services; and
- met periodically with me to discuss plans, progress, challenges, training, and support for their new role.

> Some, although not all, participating departments have experienced transformations, with dramatic increases in conversations about teaching and learning and a change from "griping" to constructive planning and experimentation.

The following represent a sampling of approaches to the liaison model:

The **Math Department** instituted a weekly teaching seminar on a full array of topics attended by 15-25 instructors, mostly senior faculty. The liaison also coordinates communication with other departments served by the Math Department.

The **Management Department** focused on effective methods for teaching and assessing students' oral communication skills.

Biology focused on the uses of instructional technology, with an emphasis on the development of instructional software. The liaison provided programs and individual consulting for faculty who wanted to develop software for their classes.

Economics focused on teaching the introductory courses in ways that would enhance student learning, enrollment, and retention. Because introductory courses are taught by all faculty in the department, the entire department was involved in the effort.

The **librarians** (who are faculty at EMU) are working on the interface between their roles in instruction and service.

The **Computer Science Department** is developing new instructional models for its lab courses.

Outcomes and Insights to Date

As a result of the liaison program, many more faculty are now actively engaged in discussions of teaching and learning and in efforts to experiment with new approaches. Many of these faculty had never participated in instructional development activities in cross-disciplinary settings.

Some, although not all, participating departments have experienced transformations, with dramatic increases in conversations about teaching and learning and a change from "griping" to constructive planning and experimentation. Faculty in these departments express renewed belief in their department's ability to improve instruction.

Significant changes also have resulted in departmental curricula, policies, advising, assessment, and requirements. These changes have led to increased levels of student achievement and improved success and retention rates, particularly in math-based disciplines. In the Math Department, for example, a new system of advising and prerequisites was instituted that led to more appropriate placements and greater student success in passing courses, in persistence, and in registration in subsequent math courses. A survey of math faculty satisfaction with teaching and learning in their classes indicated a significant improvement.

Communication between and among departments has increased dramatically on issues of curricula and methodology. Previously, no one within the department was designated to oversee instructional issues that involved other departments; the liaisons initiated discussions across departmental lines, engaging faculty in a reconsideration of prerequisites, curricula, and materials. (It should be noted that most liaisons spend their first semester on needs assessment and pursuit of primary goals; their role in communicating with other departments tends to emerge in the second semester.)

Most of the liaisons have expressed great satisfaction with their roles and their newfound ability to improve problems they had seen for years but had been unable to change. They see significant personal growth in their own instructional and leadership skills. Many have now taken on expanded roles in their departments and across the university, providing a *cohort* of instructional experts on college teaching.

Several liaisons note that the release time appears to be a critical precondition for establishing their legitimacy to take a leadership role in instruction with their departmental colleagues and to serve as a spokesperson to other departments.

The liaisons are accepted on campus as providers of instructional programs, discussion leaders, and as spokespersons to other departments. But departmental colleagues remain reluctant to discuss their own instructional issues with the liaisons, believing that it is too high-risk to discuss personal instructional problems with someone inside the department. And many of the liaisons feel insecure about their ability to assist their colleagues individually. Liaisons and departmental faculty alike still prefer to consult with me, as director of the FCIE, on personal instructional challenges.

Such reluctance underscores the need for both centralized *and* department-based instructional development efforts. A recent campus survey indicated that faculty at EMU want a balance of 60 percent cross-disciplinary and 40 percent discipline-based instructional development opportunities. There is an important dialectic that comes from offering faculty both, from engaging them in discussion of teaching in their disciplines *and* also drawing them out to see broader perspectives that transcend discipline.

And finally, the model has had a synergistic effect on enhancing the culture of teaching at our institution. It has engaged whole new groups of faculty in a dynamic discussion of teaching and learning, bridging the gap between the small core who always pursued such discussions and the larger number of faculty who may have wanted to discuss teaching, but only in the context of their own discipline.

There are some caveats. Departments engaged in personnel searches or in other contentious issues had less energy to invest in serious discussions of teaching. In one situation, a department perceived the offer of a liaison as administrative intervention in response to low student evaluations, and therefore rejected it out-of-hand, providing a stark reminder that any suggestion that these efforts are remedial or punitive must be avoided. Instructional development is far more successful when it is voluntary, and perceived as continuous improvement for all and a benefit for those striving for excellence in teaching.

Perspective

Several institutions in addition to Eastern Michigan University have been experimenting with department-based instructional development, including the University of Washington, the University of Cincinnati, and Carnegie Mellon University, among others.

Moving instructional development closer to the disciplines appears to be an idea whose time has come, particularly for those institutions that have had significant experience with centralized approaches and are looking for new, compelling, and relevant ways to engage faculty in the quest to improve teaching and learning. Departmental instructional liaisons offer one powerful department-based model that works. ■

Note

This paper is based on a presentation at the Forum on Exemplary Teaching at AAHE's 1995 National Conference on Higher Education. Another version of this article will appear in the newsletter *The Department Chair* (Anker).

Resources from AAHE

Departmental Hegemony

The publication in 1990 of *Scholarship Reconsidered* launched a vigorous reexamination of faculty roles, rewards, and responsibilities across American higher education. Early on, though, Syracuse University recognized that significant change would take place only if the reexamination of faculty priorities was taken to where the faculty live and work — to the disciplines and the disciplinary home, the department . . . a lesson Eastern Michigan, too, took to heart.

With funding from FIPSE and Lilly Endowment, Syracuse undertook a project to encourage and support a range of disciplinary and professional associations in developing, gaining approval for, and disseminating formal statements describing the work of faculty in those fields.

AAHE's **The Disciplines Speak: Rewarding the Scholarly, Professional, and Creative Work of Faculty** offers, in a single source, the statements on faculty work from nine of those associations — religion, history, geography, chemistry, mathematics, the arts, business, journalism and mass communication, and family and consumer sciences. The volume also includes an introductory essay by editors Robert Diamond, who directed the Syracuse project, and colleague Bronwyn Adam.

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$10 each for AAHE members/$12 nonmembers, plus shipping. SHIPPING: $4 for 1-2 copies; $6 for 3-10 copies. Orders must be accompanied by check, VISA/MasterCard, or purchase order. ORDER FROM: AAHE Publications Order Desk, 1 Dupont Circle, Suite 360, Washington, DC 20036-1110; 202/293-6440 x11, fax 202/293-0073.

AAHE NEWS

Staff phone extensions in parentheses.

Board of Directors

Election Slate Set

This spring, AAHE members will elect by mail ballot four new members of AAHE's Board of Directors — a chair-elect and three others.

In January, a nominating committee selected the slate of candidates listed below. The committee was chaired by the Board's past chair, **Helen Astin,** and included Board member **Roberta Matthews** and AAHE member **David Sanchez.**

Chair-Elect *(four-year term on the executive committee; chair in 1998-1999)*:

- **Dolores E. Cross,** president, Chicago State University
- **D. Bruce Johnstone,** professor of higher education, State University of New York at Buffalo
- **Piedad F. Robertson,** president and superintendent, Santa Monica College

Board Position #2 *(four-year term)*:

- **Richard Edwards,** dean, College of Arts & Sciences, University of Kentucky
- **Carlos Hernandez,** president, Jersey City State College
- **Gail Mellow,** provost and vice president, Rockland Community College

Board Position #3 *(four-year term)*:

- **Barbara Cambridge,** associate dean of the faculties and professor of English, Indiana University Purdue University Indianapolis
- **Jaleh Daie,** professor and senior science advisor, University of Wisconsin-Madison
- **Bilin Tsai,** professor and head, Department of Chemistry, University of Minnesota

Board Position #4 *(four-year term)*:

- **Randy Bass,** assistant professor of English, Georgetown University
- **Sylvia Hurtado,** assistant professor of education, Center for the Study of Higher and Post Secondary Education, University of Michigan
- **Goodwin Liu,** student, Yale Law School

AAHE bylaws state that additional candidates may be nominated by petition. Petitions must be submitted at the upcoming National Conference on Higher Education (March 17-20, Chicago) at conference headquarters (in the Chicago Hilton & Towers) by midnight, *March 18, 1996*. For more information on submitting petitions, contact Kerrie Kemperman (x41), editorial assistant.

Forum on Faculty Roles & Rewards

Conference Wrap-Up

The **Fourth AAHE Conference on Faculty Roles & Rewards** (held last month in Atlanta) was a resounding success. Total attendance reached a new high for this meeting, at almost exactly 1,000 registrants: about 60% administrators, 40% faculty members, plus small numbers of representatives of disciplinary associations and other groups.

Most of the conference's sessions are available on audiocassette; order forms are available from AAHE.

The Teaching Initiative

Cases Conference

The AAHE Teaching Initiative is cosponsoring, with Pace University's Center for Case Studies in Higher Education, the fourth annual working conference on cases. Entitled "Using Cases for Reflective Teaching and Learning," the conference will be held *July 27-30, 1996*, on the campus of the University of British Columbia in Vancouver.

Watch next month's "AAHE News" for more details, or call organizers **Bill Welty** (914/773-3873) or **Rita Silverman** (914/773-3879).

National Office

New Fax/Access

Recently some new items were added to AAHE's Fax/Access service:

"Principles of Good Practice for Assessing Student Learning." Distributed free by the thousands until supplies ran low in 1993, the popular (and reproducible) "Principles" is now available via fax for $5. "Principles" also is still available packaged in the "Assessment Bundle," which includes eight other assessment titles, for $25 AAHE members/$50 nonmembers, plus shipping. (Order details from 202/293-6440 x11.)

1996 National Conference preview. To be *mailed* a free copy of this brochure containing information about featured speakers, workshops, and the registration and hotel forms, call AAHE at 202/293-6440. But if you need the preview *immediately!*, it is also available via fax (Item #510) for a $5 fee. To have just the conference registration form faxed, choose *free* Item #50.

AAHE's Fax/Access service also provides other offerings; choose free Item #10 for a full menu. Call 510/271-8164. Be ready with your item number(s), 7-digit member number (off your *Bulletin* mailing label), Visa or MasterCard, and the number of the fax machine to receive the documents. If you have any problems, call the Fax/Access customer service line at 510/836-6000.

AAHE Assessment Forum

Three-Fold Conference

Focus on assessment, quality, and learning improvement at "What Works? Learning From Success (and Avoiding Pitfalls)," the **11th AAHE Conference on Assessment & Quality,** *June 9-12, 1996*, in Washington, DC. **Arthur Levine,** president of Teachers College, Columbia University, will keynote.

Other featured presenters include **Trudy Banta, Steve Brigham, Peter Ewell, Paul Clark, Maury Cotter, Donald Farmer, Kati Haycock, Pat Hutchings, Richard Light, Marcia Mentkowski, Craig Nelson, Laura Rendon, Jeffrey Seybert, Dan Seymour, Vincent Tinto, Claire Ellen Weinstein, Grant Wiggins,** and **Ralph Wolff.**

The Assessment Forum also is presenting two, limited-enrollment preconference events. The first, a one-day colloquium on classroom assessment and classroom research, "Celebrating a Decade of CA & CR — What Have We Learned? What Are the Next Steps?" will be held June 8 for experienced CA/CR practitioners, trainers, and project leaders. It will be led by **K. Patricia Cross** and **Tom Angelo.**

The second, on June 8-9, is a two-day symposium, "Performance Indicators in Higher Education: What Works, What Doesn't, and What's Next?" to be led by **Joseph Burke, Stephanie Cunningham, Peter Ewell, Gerald Gaither, George Keller, Keith Sanders,** and **Robert Stein,** among others.

For more about registering for the conference, these preconference events, or AAHE's Assessment Forum, contact Liz Lloyd Reitz (x21), project assistant; elloyd@aahe.org.

AAHE Technology Projects

TLT Roundtable Events

In January, the AAHE Teaching, Learning & Technology Roundtable (TLTR) program's **First Western Regional Start-up Workshop** was held. The event was hosted by the University of Nevada at Reno and cosponsored by WICHE's Western Cooperative for Educational Telecommunications (WCET). **David Eisler,** of Eastern New Mexico University, presented the workshop; **Daryl Weiner** was coleader. **Russ Poulin** and **Barbara Sparks** of WICHE-WCET served as hosts.

For more about the TLTR program or its events, contact Ellen Shortill (x38), program coordinator, SHORTILL@CLARK.NET. Information also will be posted to the AAHE World Wide Web page.

AAHE Assessment Forum

Revising Testing Standards

The Assessment Forum invites AAHE members to participate in the revision of the 1985 *Standards for Educational and Psychological Testing* being undertaken by a Joint Committee of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. As AAHE advisor to that committee, Alverno College's **Marcia Mentkowski** is coordinating feedback from AAHE members.

To participate, contact Mentkowski by fax at 414/382-6354 by **February 29, 1996.** You will receive instructions and material for reviewing the five chapter drafts available for comment. Your individual response will be appended to Mentkowski's synthesis of AAHE member feedback.

AAHE's Quality Initiatives

New CQI Institute

AAHE's Quality Initiatives will hold its first **CQI Institute** *April 22-23, 1996*, in Chicago. The institute, themed "Organizing for Learning," will offer a choice of three 2-day workshops: (1) CQI and classroom learning; (2) CQI and the academic department chair; and (3) CQI and institutional improvement.

The workshops, designed to meet high standards of pedagogical sophistication, practicality, and participant satisfaction, will be led by faculty known for both their skill with CQI in educational processes and their ability to create effective learning environments for college leaders.

Faculty include **Gary Shulman,** acting chair of the Communication Department at Miami University, and **David Porter,** head of the Department of Behavioral Sciences and Leadership at the U.S. Air Force Academy.

For more information about these new events, contact Steve Brigham (x40), codirector of AAHE's Quality Initiatives, sbrigham@cni.org; or Kendra Martin (x20), project assistant.

National Office

Web Site Active

AAHE's World Wide Web site is active and online. Come browse the home page and learn more about ways in which you can participate in AAHE activities. The online **1996 National Conference** preview provides current information about sessions, presenters, days/times, as well as registration and hotel forms. http://www.ido.gmu.edu/aahe/welcome.html ■

Important Dates

1st TLTR Northwestern Regional Workshop. Vancouver, BC. *March 1-2.*

1996 AAHE National Conference on Higher Education. Chicago, IL. *March 17-20.*

- **Discount hotel rate deadline.** *February 22.*
- **Early bird registration deadline.** Registration increases $30. *February 23.*

Mid-South Instructional Technology Conference. In cooperation with AAHE's TLTR program. Murfreesboro, TN. *March 31-April 2.*

TLTR Regional Workshops.

- Maine State Regional Start-up Workshop. Portland, ME. *April 8-9.*
- Worchester Regional Start-up Workshop. Fitchburg, MA. *April 12-13.*
- Puerto Rico Regional Start-up Workshop. San Juan-Ponce, PR. *April 29-30.*

CQI Institute. Chicago, IL. *April 22-23.*

Bulletin Board

by Ted Marchese

Welcome back, and happy new year . . . here we go with news of AAHE members (names in **bold**) doing interesting things . . . reach me via email at tmarches@aahe.org.

PEOPLE: For years now, the work of the Carnegie Foundation for the Advancement of Teaching has essentially been that of its successive great leaders, **Clark Kerr** and **Ernest Boyer** . . . now its board, led by **Stan Ikenberry,** has to chart a next course, then select a successor to Ernie . . . **Charles Glassick** heads the Foundation in the interim. . . . Ditto at the American Council on Education, which is undertaking planning exercises prior to a presidential search for a successor to **Bob Atwell.** . . . Meanwhile, lots of pleased faces at December's Middle States meeting, where Penn's **Jean Morse** was introduced as the new executive director, succeeding **Howard Simmons,** who is now at Arizona State.

Cormier

Harvey

SERVICE-LEARNING: Thanks to Michigan prof **Barry Checkoway** for this journal reference. . . . What happens when you take a large political science lecture class and have students in some randomly assigned discussion sections do traditional library assignments, the other sections do course-related community service? Answer: The latter outperform the former by good margins on relevant course outcomes, *and* get higher grades. You can look it up: *Educational Evaluation and Policy Analysis,* vol. 15, no. 4, pp. 410-419.

Migliore

PEOPLE: Very best to **Patricia Cormier** (past head of AAHE's Women's Caucus), named president of Longwood, to **Terrence MacTaggart,** moving from Minnesota to the Maine chancellorship, and to **Paul Tipton,** from the Association of Jesuit C&Us to the presidency of Jacksonville U. . . . and to three new provosts, **Jerry Greiner** at Hamline, **Douglas Ferraro** at UNLV, and **Phyllis Frakt** at Rider. . . . Our office colleague **Sarita Brown** is back on campus, assistant provost at American U. . . . Belatedly, high regards to **Bill Harvey** (one of the founders of AAHE's Black Caucus), now ed-school dean at UW-Milwaukee . . . and to **Sally Migliore,** new head of the Raleigh-based National Society for Experiential Education. . . . Oops! Here's a correction to make in a hurry, since it involves an AAHE Board member: **Tessa Martinez Pollack** is the new president of Glendale CC in *Arizona*. . . . **John Hinni** of Southeast Missouri is president this year of the Council for the Administration of General and Liberal Studies, which counts 300 members now. . . . An MLA press release says its Mina P. Shaughnessy Prize committee decided this year on a special commendation to **Edward White** for the new edition of his "timely and sensible" *Teaching and Assessing Writing* (Jossey-Bass). . . . This year's CAUSE awards for excellence in campus networking cited three universities (Cornell, Duquesne, Stanford), as you'd expect; but also one college, Marist, which has realized a whole array of new capabilities from its investment (credit to president **Dennis Murray**). . . . Sat next to **Audrey Cohen** at a meeting recently, learned that her Audrey Cohen College now enrolls 1,500 undergraduate and graduate students, *and* that her methods also are being used with more than 20,000 elementary and secondary pupils around the country . . . Audrey's "purpose-centered education" says students learn best when their learning is connected to a purpose that will make a difference in their own or other people's lives.

PRODUCTIVITY: I keep hearing more and more about this issue ("doing more with less," etc.) but so far haven't seen a longer, convincing statement on the topic treating the special case of higher education . . . but there's a brilliant new one out with a K-12 focus, called "Using What We Have to Get the Schools We Need: A Productivity Focus for American Education," the work of an interdisciplinary group co-led by **Mike Timpane.** . . . Where it says "school," you'll put in "college" and develop a more nuanced sense of the systemic barriers to undergraduate improvement. . . . Copies are $10, info from 212/678-3091.

ATLANTA: As I write, we're just back from a highly successful Faculty Roles & Rewards conference, 1,000 on hand, many intriguing developments in the air . . . kudos to our own **Gene Rice** for putting it together, **Pamela Bender** and **Monica Manes** for managing things on-site, and to the host committee of Georgia faculty and administrators, especially **Steve Portch, Sharon James,** and **Ralph Hemphill.** . . . See you next month. ■

Boyer, cont.

of the Professoriate. It transformed the debate. *Scholarship Reconsidered* became the best-selling special report the Foundation ever issued. Ernie privately considered the report among his finest professional achievements.

At AAHE, we came along, behind his bow wave, to develop the Forum on Faculty Roles & Rewards, directed (most appropriately) by Gene Rice.

A Last Task

Ernie was my mentor, though he didn't always know it. By just watching him I learned little important things — like how to give a gathering a sense of occasion, how to conduct an intellectually stimulating board meeting, and what goes into an elegant toast. Countless times Ernie treated me to examples of grace, civility, and genuine concern. He made "community" — one of his favorite words — become real with meaning.

A month before he died, the Carnegie trustees (of whom I am one) held a board meeting at the Carnegie offices in Princeton. Ernie had spent the previous week in the hospital, undergoing chemotherapy treatments. He was quite frail and obviously reaching deep within himself for the strength to conduct the meeting.

At the conclusion of the meeting, he talked about his struggle. But he didn't say a word about how hard it must have been; instead, he spoke of what a *blessing* it was to be prompted to think about how much he loved his family, and to have gotten back in touch with his own spirituality.

In *No Easy Victories*, John Gardner writes that "the first and last task of a leader is to keep hope alive — the hope that we can finally find our way through to a better world — despite the day's bitter discouragement, despite the perplexities of social action, despite our own inertness and shallowness and wavering resolve."

Well, Ernie, you did that task as magnificently as it can be done. ■

Russell Edgerton is president of the American Association for Higher Education.

TESTIMONIAL

The Boyer family would like over the coming months to gather as many memories and stories as possible into a commemorative volume. They invite you to write about an event or experience you shared with Ernie Boyer or to reflect in some way on your relationship with him.

Send these testimonials to:

Robert Hochstein
The Carnegie Foundation for the
Advancement of Teaching
1755 Massachusetts Avenue NW,
Suite 308
Washington, DC 20036

❧

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American Association for Higher Education

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A A H E

March/1996 Volume 48/Number 7

Next-Century Learning

Educational Strategies That "Go With the Grain of the Brain"

The Name Game

Forward to the Past

The Partnership Terrain

AAHE NEWS

CONFERENCE UPDATES

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

In this issue:

Acting on a reader's suggestion, we've added a new item to the *Bulletin* we hope will be helpful. Beginning in this issue, at the bottom of the "AAHE News" page (this month, page 12) you'll find a box containing pointers to AAHE information sources — the address to AAHE's World Wide Web homepage, the phone number for our Fax/Access service, and where to get instructions and addresses for AAHE's several Internet listservs. Our plan is to keep the box in this same location from month to month for easy reference.

If you haven't yet visited AAHE's homepage, check it out. (To save you flipping to page 12 now, its address is http://www.ido.gmu.edu/aahe/welcome.html) Compared with a lot of what's on the Web, AAHE's homepage is pretty basic. Nothing moves or talks; there aren't any fancy graphics; and the information isn't updated daily, like some hot homepages (or even *hourly*, in the case of *USA Today's* weather page, for example!). But it does offer quite a bit of information and some interesting links to other sites, in a straightforward, quick-to-load and -browse kind of way.

According to our friends at George Mason University (who generously donated the space on their server, hence our "gmu.edu" address), the AAHE homepage received some 6,000 visitors, or "hits" in WWW lingo, during its first month. In its first few weeks, the Web version of AAHE's National Conference on Higher Education preview had almost 400 hits; to our delight, we even processed a Web-version conference registration form the other day!

The point is, we're working hard to make information about AAHE and its activities easily accessible via as many routes as make sense. How are we doing? As always, we welcome your feedback. —BP

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3 **The Search for Next-Century Learning**/an interview with John Abbott
by Ted Marchese

7 **The Name Game: Forward to the Past**/the right job title can make a big difference
by Martin W. Schoppmeyer and Christopher J. Lucas

9 **The Partnership Terrain**/results of a study of school-college partnerships
by Louis S. Albert and Franklin P. Wilbur

Departments

12 **AAHE News**/assessment conference update, TLTR summer institute, Board of Directors election petitions, new Quality Initiatives events, cases conference, *Roadmap* release . . . and more

15 **Bulletin Board**/*by Ted Marchese*

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THE SEARCH FOR NEXT-CENTURY LEARNING

An interview with the director of an international project to better understand how humans learn, and then to redesign the education system accordingly — to deliver students prepared for 21st-century challenges.

John Abbott directs The Education 2000 Trust, a British not-for-profit entity that links leaders from education, industry, and the social sector on behalf of "whole systems change" in education. He came to fame in Britain as the young head of the 16th Century Alleyne's School, which he developed into an all-ability school for 900 boys and at which he set up Britain's first computerized classroom. Abbott lectures and consults around the world, often under U.N. auspices.

For these next two years, from a Washington, DC, base, Abbott leads an international effort to link experts in disciplines such as neurology and evolutionary psychology and leading educational innovators in a search for new learning strategies that "go with the grain of the brain." The Johnson Foundation will support multiple Wingspread convenings of this "21st Century Learning Initiative."

AAHE vice president Ted Marchese spoke with Abbott in February.

— *Photos by Jerry Cross for The Johnson Foundation, Inc.*

MARCHESE: John, I take it that Education 2000 exists because of a certain dissatisfaction with the educational system.

ABBOTT: Yes. Leaders in Britain know our future as a society depends on the best work of educators. But, after a decade of formal education reform, they still observe far too many young people failing to acquire in school the skills, attitudes, and expertise they — and we — need for the future.

MARCHESE: What are they looking for in graduates?

ABBOTT: Creativity, enterprise, purposefulness, a good sense of community responsibility and collaborative work....

MARCHESE: To American educators, it's a familiar list.

ABBOTT: As it would be to counterparts in Japan, France, Brazil, Australia ... all of us are sensing that knowledge-based societies put a premium on those higher-order competencies that traditional schools and colleges haven't been good at developing.

All this has been said before, I realize, and has been a staple of efforts to reform the schools. But even as test scores and the like inch up, we continue to get graduates who think narrowly, are teacher-dependent, and who have too little ability to tackle challenges or embrace change. The situation makes us wonder whether the traditional classroom is right for the task ... the need may be less for "reform" than for fundamental redesign of the system.

LEARNING FOR THE 21ST CENTURY

MARCHESE: These competencies you want ... say more.

ABBOTT: There are, of course, certain basics that the school was set up to deliver, and they continue to be important: skills of numeracy, literacy, and communication. But today, people worldwide need a whole series of new competencies — the ability to conceptualize and solve problems that entails *abstraction* (the manipulation of thoughts and patterns), *systems thinking* (interrelated thinking), *experimentation*, and *collaboration*.

MARCHESE: We see all kinds of movements today to add these to the curriculum.

ABBOTT: Well, not to prejudge, but I doubt such abilities can be taught solely in the classroom, or be developed solely by teachers. Higher-order thinking and problem-solving skills grow out of direct experience, not simply teaching; they require more than a classroom activity. They develop through active involvement and real-life experiences in workplaces and the community.

MARCHESE: Granting that for the moment, why is it too much to expect that educators will help produce self-confident, self-sufficient learners?

ABBOTT: We want them to, of course. But we should understand how against the grain that expectation will be. The system of universal schooling was set up in the nineteenth century to meet the demands of factory-based work for people with the basic skills and attitudes appropriate to a manufacturing economy — that is, people who could follow directions and perform relatively straightforward, repetitive tasks in a reliable manner.

Schools, even colleges, were then organized around a factory model, with separate courses, departments, credits, tests, all in sequence. In this model, learning is seen as an abstract activity, separated from everyday context, and as heavily dependent on the teacher, who imparts information and routine skills, aided by textbooks.

MARCHESE: It's a system perfectly set up for the results we see . . .

ABBOTT: . . . which aren't those we need for a knowledge-based economy.

My concern, too, is that after decades of such a system, in which the school takes over responsibility for formal learning and social development, all too many people have come to think of learning as the schools' job, so that the community, even parents, assume greatly reduced roles in the induction of the young into adulthood. Meanwhile, the young, set off in schools, have fewer chances to learn about their personal responsibility within the community.

MARCHESE: So the task is to get students out in the community, and the community more involved with their learning.

ABBOTT: Just so, and for the sake of both parties, if we want a learning society. The mistake is to think of learning as a school-based activity, rather than one of life itself.

> "Even as test scores and the like inch up, we continue to get graduates who think narrowly, are teacher-dependent, and who have too little ability to tackle challenges or embrace change."

If I might, I'd like to point out that there was plenty of learning before schools were around. Most of the people who flocked to the Globe Theatre to enjoy a Shakespearean play could neither read nor write. Even in 1830, when English inventiveness and enterprise led the world, the median level of schooling was two years. But people learned the practical and intuitive skills they needed through community life and apprenticeship; they worked collaboratively on tasks that made sense to them, and took responsibility for their work. Living, working, and learning were interdependent.

NEW IDEAS, NEW SOLUTIONS

MARCHESE: I know that Education 2000 has been looking in several quarters for ideas about the redesign of learning.

ABBOTT: Yes. Before the contemporary ones, though, let's stay with history, because part of what we need may lie in recapturing successful practices of the past.

Apprenticeship is a good example. It embodied two learning principles suggestive for today. One was that when the apprentice was first starting out, the master craftsman spent a great amount of time with him developing basic skills, but always in a context of seeing where the lesson led to . . . so the youngster was first taught how to square up a piece of wood, yet all the time actually seeing how that timber was crucial to the British ship they were building.

Second, as the apprentice got older and more experienced, he had less and less support from the master; so that when the apprentice reached 18 or 19, he was expected to be self-sufficient. Note how different this is from the way schools operate, where the context and purpose for learning are typically missing, and where teacher dependence is in full flower even at the university level.

MARCHESE: Fine example, John. Apprenticeship enacts key principles of what U.S. theorists call "situated learning." Tell me where else Education 2000 is looking for ideas.

ABBOTT: A chief emphasis these next two years will be to see what synthesis and "informing principles" we can draw from the new science of the brain. There are quite remarkable findings coming forward here, findings that intersect with many of the ideas about learning we've discussed thus far.

MARCHESE: "Sciences" might be a better descriptor.

ABBOTT: Yes, important new work on the brain is being accomplished by neurologists, evolutionary psychologists, systems theorists, anthropologists, and a broad array of cognitive scientists, ever so many of whom — and this is our point — work in separate fields with different vocabularies, at remove from one another and often from societal concerns about learning.

Our plan is to bring fifteen or so of the best of these thinkers from around the world together in three- to four-day meetings at the Wingspread Conference Center to tease out common lines of thought and the practical implications from them.

MARCHESE: I know you've already begun inquiries into this back in Britain, and you had your initial Wingspread meeting this past November. What excites your interest in this research? How is it different from previous decades of educational research?

ABBOTT: Most of the educational research we've had has been that of behavioral or cognitive psychologists, who drew inferences about mental activity from the observation of behavior under controlled conditions. These inferences, whatever the claims for them, had to be taken as tentative and imprecise.

What's different today is that new imaging technologies — PET and CAT scans, MRI, and the like — now make it possible to actually watch a living brain at work. This has led investigators to revise many assumptions about how individual learning takes place.

MARCHESE: Example?

ABBOTT: Studies in neurology challenge the common metaphor that the brain is like a linear computer, waiting to be programmed.

MARCHESE: When I turn my computer on, I've never had to worry about its motivation or self-confidence!

ABBOTT: Quite. So the metaphors of choice are increasingly biological — that is, the brain as a flexible, self-adjusting organism that grows and reshapes itself in response to challenge, with elements that wither through lack of use.

MARCHESE: There's little support in this for the idea that intelligence is something fixed, unidimensional, and normally distributed.

ABBOTT: Most of the best people working in these fields believe that human intelligences are multiple, and that even "ordinary" people, as measured by the narrow tests we have, are capable — in rich, challenging, nonthreatening environments — of extraordinary feats of intellectual or creative activity. We see just this, in fact, every day in our best workplaces, though too infrequently in our schools and colleges.

MARCHESE: Which remain devoted to instruction.

ABBOTT: Most cognitive scientists will tell you that knowledge can't simply be poured or programmed into the brain; instead it is "constructed" by the learner, often through a purposive activity done with others, and takes root with use. This sense is one of the things that leads us to look again to the workplace and community for the learning we need, especially for students' later school and college years.

> **"This sense is one of the things that leads us to look again to the workplace and community for the learning we need, especially for students' later school and college years."**

MARCHESE: A lot of the work I've seen points to the importance of *early* learning . . . even in the womb. A fetus responds to music, for example.

ABBOTT: Yes, and, incidentally, response to music is one of the last things to go in Alzheimer's patients.

Insights from the hybrid science of evolutionary psychology show how brain function has evolved over aeons of time in ways that equip every newborn with a kind of biological "power pack" of potential social and intellectual predispositions.

"Predispositions" are like encoded sets of processes, ways of thinking or doing things, that seem to represent a set of inherited "appropriate practices" transmitted from generation to generation. Whether or not they are used in a generation depends on the environmental challenge and other motivations.

They open up like "windows of opportunity" at stages of life that evolution has found most appropriate to individual development. If they're not used at that stage, a kind of "neural pruning" occurs, the easy learning is lost and the brain grows in different ways.

MARCHESE: Again, an example?

ABBOTT: Language acquisition. Very young children pick up language almost effortlessly, without formal teaching. In parts of Belgium, you find 5-year-olds handling three languages, as you will also see in many of our larger cities, with ethnic-minority children. But learning a foreign language even as a teenager is sheer hard work!

MARCHESE: Is it all over by the age of 5?

ABBOTT: By no means; various dispositions open opportunities for learning at different points of the life span. The first ten to twelve years are the most significant, though. Think of how 12-year-olds pick up computer skills so much more rapidly than their parents. Learning to drive a car at 17 is easy; it takes twice as many lessons when you're 34.

As we learn more about these predispositions and their pruning, we should be able to devise structures of learning that "go with the grain" of the brain, and bring far more people to the higher levels of thinking needed in a complex society.

MARCHESE: Our ancestors empower but also constrain us.

ABBOTT: That's the insight.

Let me add a point here. Twentieth-century thought describes human nature as selfish, its instincts as base. But evolutionary psychologists claim the human race has significant, inherited predispositions to be social and collaborative, which need tending to by caring adults in the early primary years. When children's need for close social interaction and relationships isn't met in those early years, we then create learning problems that defeat the efforts of later teachers, and that leads also to social problems.

MARCHESE: John, before leaving the topic of brain science, have you an example for me of an insight from it leading to any kind of a learning breakthrough with college-age students?

ABBOTT: Well, there won't be many practical examples yet from findings so recent. Howard Gardner's work is now a decade along with trials in schools; his 1993 book *Multiple Intelligences: The Theory in Practice* (Basic Books) has intriguing findings.

Among older students, perhaps your readers are familiar with the experiments in the teaching of German at Worcestershire? These worked off insights about the joint engagement of the right and left brains for quicker, deeper learning. Beginning students listened to a play read in German while they read along in the text, listened again with Baroque music in the background, then did various performances around material in the play, and so on — involving all the intelligences — and they realized startling gains in syntax and vocabulary against a comparison group . . . advantages that held up six months later in retests.

PROJECT PLANS

MARCHESE: John, let's return to our theme, Education 2000's search for new ideas. So far we've looked to the history of schooling, and to brain science.

ABBOTT: We also, of course, are very eager to learn from the experience of perceptive teachers and innovators, who have known long before this interview of the dysfunctions I've described. Our intent is to convene, alongside the scientists, a parallel group of practical innovators, people from many countries, often working outside the system, who often aren't connected with one another and not at all with the theoretical researchers. We need their insight.

MARCHESE: John, offhand I'd say your quest would be of special interest to faculty in this country who've been working in the fields of cooperative education, collaborative learning, learning communities, service-learning, undergraduate research, problem-based learning. . . . I hope I can introduce you to some of them.

> **"We should be able to devise structures of learning that ' go with the grain ' of the brain, and bring far more people to the higher levels of thinking needed in a complex society."**

ABBOTT: I value the AAHE networks you've told me about.

MARCHESE: I know you've been on four continents looking for approaches that capture the interplay you'd like between living, working, and learning. Perhaps you'd have an example that would be unfamiliar to North American readers.

ABBOTT: There's a most interesting development in Denmark I might share. Three or four years ago they looked at their system, came to many of the conclusions we have in Britain, and introduced one change that represents a big difference.

What they've decreed is that every student leaving secondary school — these are 18- and 19-year-olds, like your freshmen and sophomores — must in the final year complete three challenging, self-directed projects related to real-world problems, with reports to be prepared in three different media, these to be judged acceptable or not against high expectations by juries drawn from the wider faculty and community. Some of these projects might be done in teams, but the emphasis throughout is on "metacurricular" abilities.

MARCHESE: Those graduates should be ready for that country's Aalborg University, which we've featured at AAHE meetings . . . 10,000 students, all problem-based learning.

Americans, I might add, marvel intellectually at Aalborg, then hasten to say, "Our students wouldn't be ready for this."

ABBOTT: May I tell an anecdote? Recently I was visiting with the vice chancellor of a university at home, trying to converse with him about the need to think more carefully about learning. (It was a bit beyond him, you need to know.)

He told me of cutbacks in government funding, and how they had so reduced staff that tutorials were increasingly impossible; students were accusing the institution of having invented the "FOFO" principle — "F*** off, find out yourself."

"You know," the vice chancellor said, "if they'd learned how to find out for themselves before they got here, this would be a much better university." Which is, of course, what I'd been trying to say to him!

MARCHESE: This reminds me of Alan Guskin's articles in *Change* [J/A and S/O 1994], in which the key to a more productive learning system becomes student self-sufficiency.

ABBOTT: Recalling that piece, Guskin was very keen on the role of technology. To my mind, it's on a collision course with conventional education systems. Schools and colleges for generations have been instruction- and teacher-centered; but the essence of the emerging technologies is *discovery*, the empowerment of the human mind to learn spontaneously, without coercion, both independently and collaboratively.

MARCHESE: John, your ideas raise daunting agendas.

ABBOTT: But the eventual prize will be glittering: a transformed educational system, and generations of competent young people eager to take responsibility for the future!

MARCHESE: John, thank you. ■

Note

Readers can contact John Abbott at the 21st Century Learning Initiative, c/o Rothschild Natural Resources, 1101 Connecticut Ave. NW, Suite 700, Washington, DC 20036; polska @erols.com.

THE NAME GAME

Forward to the Past

A great job title can make a big difference for administrators facing the prospect of shrinking resources and declining public support.

by Martin W. Schoppmeyer and Christopher J. Lucas

Things are tough these days in higher education, especially for administrators. Funding is short, pressures high, support staff disappear . . . next year the college wants most of its administrative leaders back (after a grumble or two) to do it all over again — and more.

For some jobs in society, a great-sounding title makes up for the guff that comes with it . . . think of *curator*, *star*, or *third-baseman*. But not so in higher education administration, where for years job titles have been drawn straight from the pallid world of business bureaucracies — "President," "Vice President," "Assistant Vice President," "Executive Director," "Coordinator," and so on. On the academic side, "Associate Professor of Philosophy" has a proper cachet to it; why would a good person give it up to become "Director of Buildings and Grounds"?

In that question lies a clue to today's problems of attracting administrative talent and tending to its morale. Appellations from the industrial world inevitably lack the elegance and style that people in higher education appreciate. The solution is to confer a distinctive *academic* flavor on administrative roles: The right title on the door might make people less anxious about what comes through it.

A little rummaging through the past brings forward a host of fresh titles that can do the trick!

Help From History

Let's start by substituting "Rector" for "President." The fine medieval tones of the former have too long been overlooked. Presidential tenure is tenuous today, of course; but recall that the original rectors of the *universitas magistrorum et scholarium studii Pariensis* were elected to preside at faculty meetings for no more than three-month terms. Of course, if your CEO is trim and fit, he or she may initially take umbrage at the preferred address for a thirteenth-century Parisian rector: *su amplitudino*, which means about what it sounds like — "your ampleness." Over time, though, the expansiveness of the salutation might come to be appreciated, even expected by rectors.

Appellations from the industrial world inevitably lack the elegance and style that people in higher education appreciate. The solution is to confer a distinctive *academic* flavor on administrative roles: The right title on the door might make people less anxious about what comes through it.

A wider use of "Chancellor" for high academic office is not without its problems, though. People forget how to spell it, others may be reminded of Bismarck. All in all, we've reached a right compromise with the term, reserving it for heads of state systems of higher education. This fits with medieval usage, when the chancellor, as a papal appointee, invariably was thought of by the elected rector as an outsider put there to intrude on an institution's internal affairs.

Pondering the title's history further, the *Oxford English* tells us that *chancellor* designated a "petty" official in charge of "lunatics and idiots." The great danger here, of course, is that a modern chancellor will forget the former part, and think he or she is in charge of the latter. Helpfully, there's a further ancient meaning of the term "Secretary," as to a king or lord. In this light, the term belongs to the long-suffering person outside the president's door.

Medieval Monikers

Back to our task: "Business Manager" lacks panache; but "Academic Office of the Bursar" is a wonderful designation that evokes images of stacked gold coins ready for sacking and stashing within monkish gowns. For "Treasurer" one might substitute "Secretary of the Chest" or the medieval "Receptor" (a receiver of revenues).

Within the same office, the "Assistant Bookkeeper," "Clerk IV," and other functionaries would become "Curators of the Chest" — a job few would leave without second thoughts. Likewise, budgetary administration would pass from the hands of a finance committee to a "Committee on Estimates," charged not merely with a long-range budget but with a "quinquennial application."

Among other medieval terms, the title "Proctor" — an enforcer of university regulations — has possibilities. Its present association with the watching of exams should be set aside so that the word's threatening overtones could be applied to other, more pressing needs. One thinks of it in relation to campus police, though nothing less than "Executive of the Constabulary" should be reserved for their chief.

The term *bedellus*, or "Beadle," a ceremonial master-of-arms and official mace-bearer at faculty assemblies, could be resurrected for some modern counterpart whose duties are equally vague and ill-defined — today's "Vice President for Academic Affairs," perhaps.

Tips From the Brits

British universities offer elegant alternatives to the pedestrian designations common on American campuses. The terms "Surveyor" and "Assessor," for example, might be used in place of "Director," excepting cases in which gender was at stake ("Surveyor of Women" wouldn't do).

"Beadle," a ceremonial master-of-arms and official mace-bearer at faculty assemblies, could be resurrected for some modern counterpart whose duties are equally vague and ill-defined — today's "Vice President for Academic Affairs," perhaps.

There's plenty of room for invention here: We might have an "Assessor of Research" or two around, even a "Surveyor of Extracurricular Diversions."

"Marshal" has possibilities; it's impressive sounding, and befits retired military. "Principal," despite its school usage on this side of the Atlantic, certainly sounds better than "Coordinator." The old colleges of Britain have "Masters" and "Wardens," quite underused terms on these shores. The title "Keeper" should have been a keeper here, too, as in "Keeper of the Establishment and Grounds."

"High Steward" is a title that would have many takers, even as we democratically drop the "Lord" before it. It would certainly do for agricultural extension, to say nothing of intramurals, or for the hard-to-keep folks who run the food service or dorms. "High Steward of the Commons" is a lot better than "Student Union Director."

Romans, Lend Us a Name

There isn't a good British or medieval term (that we've been able to uncover) for "Director of Intercollegiate Athletics." No such person existed in the Middle Ages, of course, since university students engaged only in *intramural* rioting and pitched brawls with local townsfolk, these typically occurring at unscheduled times that didn't accommodate well to TV broadcast schedules.

The solution is to look back to Roman times and the title *magister ludi*. The "Master of the Games" was the emperor's man responsible for lining up enough gladiators, chariot drivers, Christians, lions, and bread to pack the stadia with cheering multitudes. This, of course, is the AD's very job today. When he or she does it well, the *magister*'s purple band may be worn at Final Four time.

Ancient Rome solves another toughie: what to call the head of a department. "Chairman," of course, is out; "Chairperson" is irredeemably awkward; a "Chair" will ever be something to sit on; "Chairone" is hopeless; a "Head" is a nautical facility. The Roman solution: "Prefect." It's a term hoary with age, gender-neutral, has a hint in it of genteel law-enforcement, and is ego-inflating when misspelled. Generations of difficulty in getting good faculty to take the post could be overcome with this title.

Our prefects should have colored bands of their own to wear on appropriate occasions, like formal meetings of the faculty. "Hebdomadal Council," for example, is the Oxford version of the usual faculty senate, and sounds much more like an event able to attract a *quorum*.

What far-sighted university will take the lead here? Ask your Rector to charge a High Secretary for Refurbishment of Academic Appellations and Designations with the task. ■

Martin W. Schoppmeyer is a university professor of educational administration, and Christopher J. Lucas is a professor of higher education and department head, both in the College of Education, University of Arkansas, Fayetteville, AR 72701.

***An excerpt from AAHE's* Linking America's Schools and Colleges, 2nd ed.**

THE PARTNERSHIP TERRAIN

Across the country, in hundreds of American colleges and universities, partnerships with schools are thriving. A national survey reveals key trends.

by Louis S. Albert and Franklin P. Wilbur

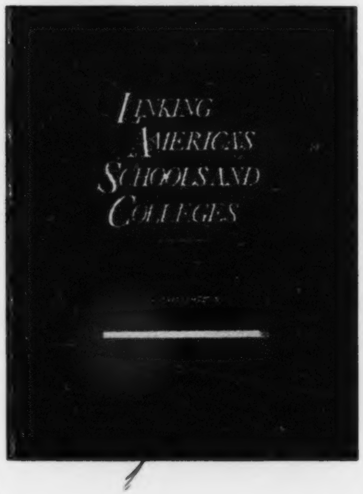
The second edition of AAHE's directory to school-college-university partnerships, *Linking America's Schools and Colleges* (AAHE/Anker, 1995), is the product of a third national study. The study, like its predecessors in 1986 and 1989, is based on the results of a survey mailed to the approximately 2,600 chief academic officers of all U.S. colleges and universities, excluding rabbinical, theological, and proprietary institutions. In addition, the survey was sent to more than 125 partnerships nominated by a national panel as being highly significant, and to all partnerships identified in the 1989 survey.

The database compiled by the research team includes information on some 2,300 partnerships identified by collaborating colleges and universities, covering every region in the country. In comparison, the 1989 study yielded data on 1,286 partnerships, and the 1986 study identified 750.

NEW RELATIONSHIPS, IMPORTANT GOALS

The survey paints a picture of a complex and vibrant movement that involves collaborative efforts between K-12 schools and all sectors of higher education.

Most of these partnerships are local, grassroots efforts that place school professionals into new and very different working relationships with their colleagues from universities and colleges. Some are based in colleges and schools of education, but most are not. They also involve traditional academic departments in research universities, liberal arts colleges, and community colleges in both the public and independent sectors.



Linking America's Schools and Colleges

In contrast to the more traditional ways in which colleges and universities relate to schools, these partnership programs tend to be less one-directional, less hierarchical. Schools and postsecondary institutions both report a variety of benefits from their participation in partnerships.

Who are the higher education partners?

Of the 2,594 colleges and universities sent surveys, 861 institutions responded by reporting one or more active partnership programs each, for a total of 2,322 programs. Of those institutions responding, 66 percent (568) are public and 34 percent (293) are independent.

The partnerships involve every kind of higher education institution. The largest numbers of the partnerships are associated with master's degree-granting institutions, community colleges, and research universities (see **Figure 1**). Seventy (70) percent of the programs (1,629) are involved with public institutions and 30 percent (693) with independent institutions.

Who are the school partners?

Each partnership program was asked: Notwithstanding its stated purposes, if it serves students directly, which grade level(s) are served? High schools are partners in nearly 60 percent (1,362) of the programs, 33 percent (775) of the programs aim at middle schools, and 26 percent (601) aim at elementary schools (see **Figure 2**). (Because many partnerships reported serving more than one grade level, the total in this category exceeds the number of partnerships responding.)

Most partnerships involve one college or university and ten or fewer schools. A smaller number of partnerships, especially those of national or regional scope, reported relationships between one college or university and more than ten schools; of those, a still smaller group reported relationships with more than 100 schools.

When were the programs formed?

More than 50 percent of the responding partnerships reported start dates within the past five years. More than 75 percent of the partnerships had been established within the last ten years. A relatively few programs, such as Syracuse University's Project Advance, LaGuardia Community College's Middle College High School, and the Yale-New Haven Teachers Institute, have been operating for more than twenty

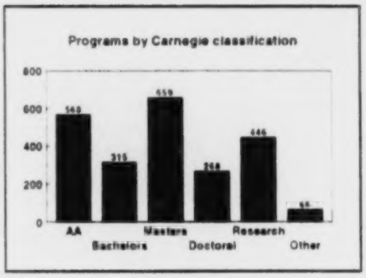
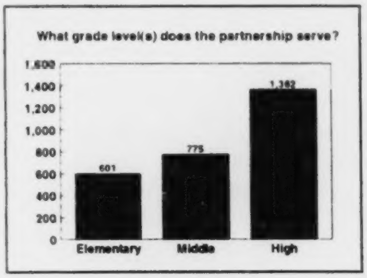


Figure 1



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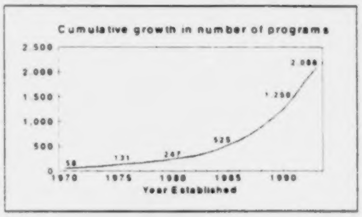

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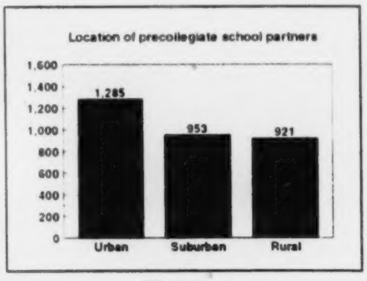


Figure 4

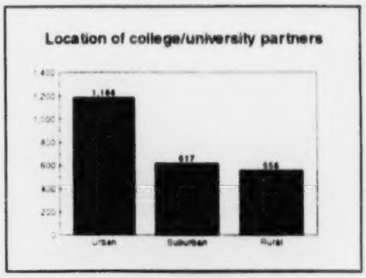


Figure 5

years and clearly have reached "institutionalized" status.

The mid-1980s marked the beginning of a period of rapid growth in the number and variety of partnerships. Some observers credit national school reform reports, especially the 1983 publication *A Nation At Risk*, with driving the expansion of collaborative programs. In the 1990s the pace and intensity of the school reform movement increased, leading to a second wave of partnership programs. **Figure 3** shows the cumulative growth of the partnerships by year established. (Not all respondents reported their start dates.)

Where are the programs and higher education partners located?

Programs in the study database cover every state in the nation. While the preponderance of colleges and universities participating in partnerships are located in urban areas, the data show a more even program distribution by school location, suggesting that colleges and universities are embracing as partners schools outside their immediate areas. **Figures 4** and **5** indicate the distribution of the partners by location.

What are the primary purposes of partnership programs?

Fifty-one (51) percent of the respondents described the primary purpose of their program as providing direct services for students. They include a large number of early identification and intervention programs, and programs that bring K-12 students to college and university campuses for academic enrichment and/or skill building. The programs take place after school, on weekends, and during the summer; many connect students' achievement with the promise of college scholarships.

Programs aimed at the professional development of faculty, and to a lesser extent administrators, account for 29 percent of the total. "Academic alliances" were reported in this response category. The category also includes a variety of continuing education opportunities for school faculty, ranging from graduate work to funded summer institutes in their disciplines.

Articulation and curriculum development was the reported primary purpose of 11 percent of the responding programs; 8 percent of programs reported school restructuring, facilities and resource sharing, and other miscellaneous efforts as their primary purpose.

What are the programmatic foci of the partnerships?

Each partnership also was asked to describe the primary focus of its work. Of the 2,322 programs responding to the survey, the largest number of programs (22%) reported a primary focus on the needs of underrepresented or at-risk populations, often urban poor and minority students. The second-largest response was the professional development of teachers and administrators (20%).

Smaller numbers were reported for student academic enrichment programs (10%) and credit-bearing college courses for high school students (9%). The emergence of the tech-prep programs under the Perkins Act accounted for 8 percent of the reported primary foci.

Figure 6 provides data on the top ten primary focus classifications.

What subject areas do the partnerships focus on?

Respondents were asked to indicate their partnership's specific content orientation, where applicable. The most frequently reported general content areas were mathematics (18%), science (16%), and writing (16%). **Figure 7** indicates the subject area emphasized, comparing 1989 and 1994 surveys. (Programs frequently reported more than one subject focus.)

In addition, 1,271 (55%) indicated they focus on content outside traditional disciplines of math, science, humanities, and the arts; these nontraditional foci are shown collectively as "miscellaneous." The "miscellaneous" foci were a significant factor for several primary classifications.

On this question of subject focus, the responses of the 516 partnerships serving underrepresented and at-risk populations, including poor and minority students, are interesting. This group of partnerships reported a particularly large "miscellaneous" category. A significant number of those programs focus on basic/study skills (47%), parental/community involvement (40%), critical thinking (39%), leadership skills (35%), financial aid (29%), and cultural pluralism (27%).

WHERE IS THE MOVEMENT HEADED?

The survey data describe a partnership movement that is growing in number, variety, and complexity. Partnerships are usually seen not as an end in themselves but as a way to improve educational opportunities for students and to enhance students' performance.

Most important, the faculty, administrators, and community leaders who work collaboratively with one another are redefining the education profession. They tend to see themselves as part of a single system of education stretching unbroken from kindergarten through graduate school. They are gaining new respect for the sophistication and complexities of the teaching-learning process at all levels. And they have formed new professional relationships with one another based on a sense of interdependence and shared mission.

A transformed education profession should prove, in the long run, to be one of the most significant contributions of the partnership movement. ■

Louis S. Albert is vice president at the American Association for Higher Education.

Franklin P. Wilbur is associate vice president for undergraduate studies, associate professor in the Graduate School of Education, and director of Project Advance at Syracuse University, 111 Waverly Avenue, Suite 200, Syracuse, NY 13244-2320.

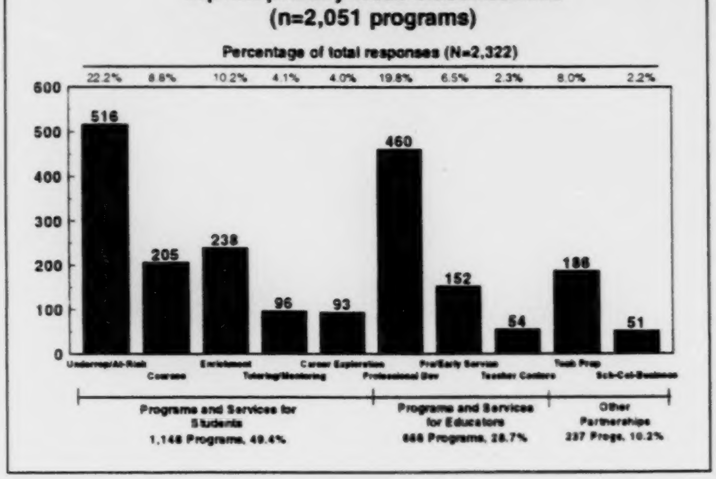


Figure 6

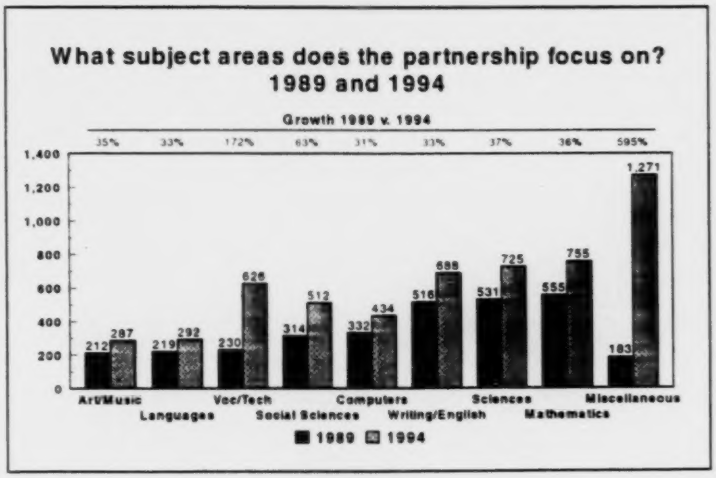


Figure 7

Resources from AAHE

Linking America's Schools and Colleges, 2nd ed.
Guide to Partnerships & National Directory

Completely updated and expanded, this huge new edition of AAHE's popular school/college directory is an "idea" book for creating/improving your own partnership programs. **Keys to success** — Contains short profiles of 1,100 active partnerships — how they set goals, define activities, get funding, build support, and more. **Complete coverage** — Covers all geographic regions . . . public/independent . . . two/four year . . . rural/suburban/urban . . . all disciplines . . . national/regional/local. **Quick access** — Provides contact information for 2,300+ partnerships (name, address, phone, email).

Edited by Franklin P. Wilbur and Leo M. Lambert. *(1995, 476 pp.)*

To order

(ISBN 1-882982-10-X) Single copies: $50 for AAHE members, $55 for nonmembers, plus 8% shipping. To receive the member price, provide your 7-digit member number off your *Bulletin* mailing label. Bulk discounts are available by calling 508/779-6190. **Order from:** Anker Publishing Company Inc., c/o Publishers Business Services, PO Box 390, Jaffrey, NH 03452-0390; phone/fax 603/532-7454. Check, Visa/MasterCard, or institutional PO.

AAHE NEWS

Staff phone extensions in parentheses.

Forum on Faculty Roles & Rewards

National Conference Events

AAHE's Forum on Faculty Roles & Rewards will be presenting many sessions and discussions at AAHE's upcoming National Conference, March 17-20, in Chicago.

On *March 18*, the New Pathways Project will report on its work in a concurrent session entitled **"Faculty Careers and Employment for the 21st Century."** Session attendees will be briefed on the inquiries being pursued, and participate in an open discussion of these initiatives and what is happening nationally regarding faculty careers, tenure, and its alternatives. **Richard Lyman,** president emeritus, Stanford University, and chair, AAHE New Pathways Project National Advisory Panel, will moderate. **Judith Gappa,** Purdue University; **Richard Chait,** University of Maryland; and Forum director **Gene Rice** will present.

"New Pathways Project: A Network Meeting of Individuals Seriously Engaged in Reexamining Faculty Careers and Employment" will follow. After a short open discussion, attendees will break into topical discussion groups (e.g., post-tenure review, tenure and its alternatives, retirement policies, etc.) to network with other professionals seriously engaged in reexamining such issues.

The Forum will hold an **Open Meeting** on *March 19*, at which attendees already involved with the Forum can get back in touch and newcomers can learn about the Forum and its projects.

For more information about these events or AAHE's Forum on Faculty Roles & Rewards, contact Pam Bender (x56), project coordinator; aaheffrr@aahe.org.

Publications

Fax/Access Offerings

Among new items on AAHE's Fax/Access service:

"Principles of Good Practice for Assessing Student Learning." Distributed free by the thousands until supplies ran low in 1993, the popular (and reproducible) "Principles" is now available via fax for $5.

"Principles" also is still available packaged in AAHE's "Assessment Bundle," which includes eight other assessment titles, for $25 (AAHE members)/$50 (nonmembers), plus shipping. (For order details, call 202/293-6440 x11.)

AAHE's Fax/Access service also provides other offerings; choose free Item #10 for a full menu. To order, call 510/271-8164. Be ready with your item number(s), your 7-digit AAHE member number off your *Bulletin* label (if you are a member), a Visa or MasterCard, and the number of the fax machine to receive the documents. If you have any problems, call the customer service line at 510/836-6000.

Board of Directors

Election Slate

This spring, AAHE members will elect by mail ballot four new members of AAHE's Board of Directors — a vice-chair (to become chair in two years) and three others. (See candidate list in February's *Bulletin.*)

Additional candidates may be nominated by petition. Petitions must be submitted at the upcoming National Conference on Higher Education, at Conference Headquarters in the Chicago Hilton and Towers, by midnight *March 18.* For more information on submitting petitions, contact Kerrie Kemperman (x41), editorial assistant.

AAHE Technology Projects

TLTR Summer Institute

Mark your calendar now! Plans are under way for the second annual **Teaching, Learning & Technology Roundtable (TLTR) Summer Institute,** *July 12-16, 1996,* at the Scottsdale Princess Resort in Phoenix-Scottsdale, AZ.

Teams and individuals will work on the TLTR approach to establish and maintain more inclusive structured planning and more collaborative campus support for the selective use of information technology and information resources in teaching and learning — while controlling costs.

For more information about the TLTR program or its events, contact Ellen Shortill (x38), program coordinator, at SHORTILL @CLARK.NET. Subscribe to the AAHESGIT Listserv by sending the message: "subscribe AAHESGIT yourfirstname yourlastname" to: listproc@list.cren.net.

Information also is posted to the AAHE homepage (click on "Technology Projects").

- Homepage: http://www.ido.gmu.edu/aahe/welcome.html
- Fax/Access: call 510/271-8164
- Listserv addresses/instructions: call Fax/Access, choose free Item #12

Clark

Cotter

Levine

Rendon

Weinstein

AAHE Assessment Forum

Conference Update

Sessions for the **11th AAHE Conference on Assessment & Quality,** *June 9-12, 1996,* in Washington, DC, have been selected from the largest crop of proposals ever submitted for an AAHE conference. The Assessment Forum received nearly 350 proposals for this year's conference, themed "What Works? Learning From Success (and Avoiding Pitfalls)."

Arthur Levine, president of Teachers College, Columbia University, will keynote. Other featured speakers include **Laura Rendón,** Arizona State University; **Paul Clark,** Higher Education Funding Council for England; **Maury Cotter,** University of Wisconsin, Madison; and **Claire Ellen Weinstein,** University of Texas at Austin.

The Assessment Forum also has organized two, limited-enrollment preconference events: On June 8, a **one-day colloquium** on classroom assessment and classroom research, "Celebrating a Decade of CA & CR — What Have We Learned? What Are the Next Steps?" for experienced CA/CR practitioners, trainers, and project leaders. A **two-day symposium,** June 8-9, "Performance Indicators in Higher Education: What Works, What Doesn't, and What's Next?" to be keynoted by Georgia's **Stephen Portch.**

Watch for the Conference Preview containing session and registration information in April. Discounts will be offered for team and early bird registrations, so be sure to get your registration forms in quickly.

For more information about the conference or the AAHE Assessment Forum, contact Liz Lloyd Reitz (x21), project assistant; elloyd@aahe.org.

The Education Trust

Mark the Dates!

The seventh **National Conference on School/College Collaboration** will take place *November 20-24, 1996,* at the Grand Hyatt Hotel in Washington, DC. Watch your mailbox later this spring for the call for proposals, and plan to bring a K-16 team to join in lively discussions and stimulating sessions. Your questions and suggestions are welcome in the next few weeks for session ideas, plenary speakers, and workshops.

For more information about the conference or AAHE's Education Trust, contact Wanda Robinson (x15), manager for meetings and publications; wrobinsn@aahe.org.

AAHE's Quality Initiatives

Summer Academy

AAHE's Quality Initiatives is sponsoring a new learning opportunity — the AAHE Quality Academy — an intensive retreat lasting four and a half days for institutions committed to academic transformation.

The first Academy, scheduled for *late July 1996* in Colorado, will focus on new visions and models for learning in partnership with the tenets of continuous quality improvement. It will offer participating teams a rich array of ideas, examples, research, and findings. Perhaps most important is its away-from-campus setting — substantial time together, and the knowledge, experience, and company of peers to formulate effective strategies for carrying out significant education transformation.

Leaders from institutions committed to creating learning-centered education are invited to consider the benefits of sending a team from their college or university to such an academy.

Plans are still being finalized. For more information on the Summer Academy or about AAHE's Quality Initiatives, contact Kendra Martin (x20), project assistant; kmartin@aahe.org.

Important Dates

1996 AAHE National Conference on Higher Education. Chicago, IL. *March 17-20.*
- Board of Directors candidate petition deadline. *March 18.*

Mid-South Instructional Technology Conference. In cooperation with AAHE's TLTR Program. Cohosted by Middle Tennessee State University and Southeast Missouri State University. Murfreesboro, TN. *March 31-April 2.*

TLTR Regional Workshops.
- Worcester Consortium. Fitchburg, MA. *April 12-13.*
- California State University-Fresno. Fresno, CA. *April 17-18.*
- DC Metropolitan. George Mason University. Fairfax, VA. *May 3-4.*
- UNC-Charlotte. Charlotte, NC. *May 12-13.*

Quality Institute. "Organizing for Learning." Chicago, IL. *April 22-23.*

1996 AAHE Conference on Assessment & Quality. Washington, DC. *June 9-12.*

2nd Annual TLTR Summer Institute. "Education, Technology, and the Human Spirit." Phoenix-Scottsdale, AZ. *July 12-16.*

Cases Conference. "Using Cases for Reflective Teaching and Learning." University of British Columbia. Vancouver, BC. *July 27-30.*

1996 National Conference on School/College Collaboration. Washington, DC. *November 20-24.*

AAHE's Quality Initiatives

An Institute Invitation

AAHE's Quality Initiatives is launching a semiannual Institute series — **"Organizing for Learning"** — consisting of high-quality workshops for busy campus professionals. The first Institute, *April 22-23, 1996*, will be in Chicago at the Marriott O'Hare.

Significant institutional improvement requires approaches and designs far different from what we see on most campuses today. These intensive two-day workshops will emphasize the need for colleges and universities to become more learning-centered.

You have a choice of three workshops:

▶ **Improving Learning: Principles and Practices**
This workshop will use direct experience and reflection as principal processes, explore the excitement of collaborative learning as an important source of motivation, and examine how course and institutional assessment data can be used to increase students' capability and responsibility — all to increase your skills and satisfaction as a teacher.

Leader: **David Porter,** professor and head of the Department of Behavioral Sciences and Leadership at the U.S. Air Force Academy.

▶ **The Quality-Centered Chairperson**
This workshop is intended for those charged with leading and facilitating the design and implementation of a quality improvement process in an academic department or unit. The focus is on meeting the challenge of aligning faculty, staff, and chair goals for continuous improvement. Themes of teamwork, empowerment, trust, process improvement, stakeholder focus, leadership, and continuous improvement are woven throughout.

Leader: **Gary M. Shulman,** professor and acting chair of the Communication Department at Miami University (OH).

▶ **Managing Institution-Wide Change**
This workshop will help you to come to a deep understanding of your own organization and chart a course for improvement. You will learn about change models, understand and develop strategies to leverage improvement, and discover strengths and niches that will make your institution better.

Leaders: **Susan Hillenmeyer,** vice president for administration and planning at Belmont University. **John Harris,** associate provost for quality assessment and Orlean Bullard Beeson professor of education at Samford University.

Schedule

Check in/welcome is scheduled for Sunday evening, April 21. Each workshop runs from 7 am Monday, April 22, until 4 pm Tuesday, April 23.

To register

To receive an "Organizing for Learning" brochure, contact Kendra Martin (x20), project assistant; kmartin@aahe.org.

• • •

This April 1996 Institute is the first public event in the second phase of work for AAHE's Quality Initiatives. This phase will more strongly emphasize continuous quality improvement (CQI) efforts becoming more focused on processes that impact student and organizational learning. The Institute series will be aimed at equipping change-minded academic leaders with the outlook and skills of quality improvement. ■

The Education Trust

New Initiative

In February, **Patricia Martin** joined the Education Trust's staff as senior program manager for its new DeWitt Wallace-Reader's Digest National Guidance and Counseling Initiative. Martin's rich background includes work in large urban school districts as a teacher, school counselor, counselor supervisor, and assistant superintendent of schools. At the national level, she worked with innovative reforms in guidance and counseling through The College Board's Equity 2000 Initiative and Pacesetter Program.

In support of the Trust's mission to improve student achievement, Martin will plan the reform of graduate-level counselor preparation to strengthen the support structures needed for students to succeed. She will review and document the current status of guidance and counseling, promising practices, model programs, and exemplary efforts across the country during this planning phase. Special attention will go to licensing and certification requirements in the guidance and counseling field. A plan for the reform of counselor preparation programs is the intended outcome, to include a multisite request for proposals for a demonstration project involving up to six institutions of higher education.

Membership

AAHE Materials Available

Are you interested in receiving additional information on AAHE and its various projects? Would you like to provide brochures, fact sheets, or other materials to interested colleagues?

Contact Mary Joyce (x14), marketing manager; mjoyce@aahe.org. Please include your mailing address and phone number.

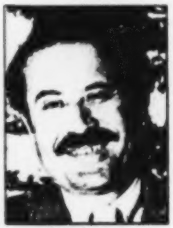
(cont. on p. 16)

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note ... do send me items, electronically via tmarches@aahe.org.

PEOPLE: Many AAHE members took in the ACE annual meeting in San Diego last month, watched appreciatively as CSU chancellor **Barry Munitz** became board chair, Denison president **Michele Tolela Myers** vice chair, and Arizona's **Manuel Pacheco** secretary. ... The elite tier of community colleges recognizes itself by election to the League for Innovation, based in Mission Viejo, CA ... League membership just grew to twenty with the admission of two admirable community colleges, San Diego CC District, headed by **Augie Gallego,** and the University of Hawai'i Community Colleges, headed by **Joyce Tsunoda.**



Pacheco

POLITICS: It's all local, they claim, but it's state-level in the case of public higher education, which led me to study findings in a recent NEA publication, "State Legislative Views on Higher Education." ... It's based on **Sandra Ruppert**'s interviews of 58 house and senate education chairs in 49 states ... the findings surprise only in their variance from many institutions' internal priorities. ... What do legislators want? Better teacher preparation and undergraduate education top the list, plus K-16 thinking and help with school reform ... research? connect it to economic and social problems. ... Copies are $25 *prepaid* from the NEA, Attn: Irma Johnson, Constituent Group Relations, 1201 16th St. NW, Washington, DC 20036-3290.

Kirby

Portch

VALUES: One of the positive strands in public discourse today is the revived interest in issues of civic character and values formation ... I'm looking forward to what Robert Putnam ("Bowling Alone") has to say at our National Conference in Chicago ... the broader topic made me recall the widely read piece we ran in the *Bulletin* five years ago, "Dreaming Ambitious Dreams" (February 1991), about the values program at Le Moyne College. ... Speaking recently with its author, **Donald Kirby** SJ, I learned about dozens of colleges that have taken up Le Moyne's idea, invited presentations in Mexico, Japan, and Taipei, and about implementation in public and private schools in the local Syracuse area.

MORE PEOPLE: February 20th the board of the Saint Paul-based Bush Foundation committed itself to a new, $14-million round of support for faculty development in its three-state region (MN, SD, ND), much to the quiet delight of prexy **Humphrey Doermann,** whose baby this has been since 1980. ... Had a nice visit recently with **Shirley Clark,** the Oregon system's academic affairs chief, got up to date on the PASS project, which means proficiency-based h.s. graduation *and* proficiency-based college admission, one and the same, all by 2001-2 ... that's K-16 thinking ... or *P*-16, as insiders say now. ... On January 29-30, **Linda James** hosted 30 leaders from AAHE's quality coordinators network (CoordNet) in Memphis for a deeper look into the Baldrige criteria as an assessment framework ... this year's promised extension of the national Baldrige Award to education is on hold, the victim for now of federal budget uncertainties. ... Also late in January, about a dozen AAHE members gathered in the office to ponder the question, Should AAHE continue its active efforts on behalf of assessment? Their answer: a resounding "yes!" Onward, then!

GEORGIA: The sun, moon, and stars seemed to come together for Georgia public higher education with the arrival of **Steve Portch** as chancellor a year and a half ago. ... Backed by an education governor (Zell Miller) and a spirited board chair, Steve has pushed to reality a dozen or more complicated initiatives, including statewide telecommunications and transfer agreements, post-tenure review, new admissions standards and tuition policies, a big calendar change, a P-16 project, alliances with this party and that, even new dicta on honorary degrees (touchy issue!). Stay tuned ... there's more to come.

CHICAGO: It's my favorite town, host this March 17-20 to our National Conference on Higher Education, again in the Chicago Hilton (nee Conrad Hilton, nee The Stevens), where the very first AAHE National Conference convened in 1946. ... Hope you're there; let's talk. ... Be back next month with a report. ■

The Teaching Initiative

Cases Conference

The AAHE Teaching Initiative is cosponsoring, with Pace University's Center for Cases Studies in Higher Education, a fourth annual working conference on cases. The event, **"Using Cases for Reflective Teaching and Learning,"** will be held *July 27-30, 1996*, on the campus of the University of British Columbia in Vancouver.

This year's conference will feature workshops and small-group sessions offering "hands-on" experience in setting up and facilitating case discussions, and in writing cases. Participants will explore alternative models and methods, have a chance to practice and receive feedback, and talk about how cases can work best on their campuses and in their programs. *Campus teams* are especially encouraged to attend, since a primary aim of cases — and this conference — is to foster conversation and community around teaching.

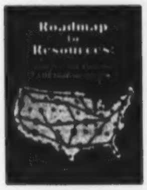
Conference faculty are **Tom Angelo,** director, AAHE Assessment Forum; **Pat Hutchings,** director, AAHE Teaching Initiative; **Rita Silverman** and **Bill Welty**, codirectors of Pace's Center for Case Studies in Higher Education; and **Steve Simmons,** University of Minnesota.

For registration information, call organizers Bill Welty at 914/773-3873 or Rita Silverman at 914/773-3879.

Publications

New "Must Reads"

> A new AAHE publication on continuous quality improvement, **Roadmap to Resources,** highlights useful sources and tools for CQI implementation. Produced by AAHE's Quality Initiatives, *Roadmap* surveys the CQI territory by providing more than 100 pages of listings of "must reads," campus CQI documents, CQI training organizations, conferences, Internet sites, quality awards, tools and software, videos, and more. It's no blueprint for your CQI journey, but *Roadmap*, filled with suggestions, recommendations, interesting reading material, and new possibilities for your CQI endeavor, recommends hundreds of possible destinations along the road. ***$18 AAHE members/$20 nonmembers, plus shipping.***



> There are still copies of the special **"Distance Learning"** issue of the December 1995 *Bulletin* available. It features essays on distance learning options; faculty experiences; employment contracts, pay incentives, and evaluation; intellectual property, and more. There's also an annotated distance learning resource list of online journals, listservs, WWW sites, publications, software, and projects. *Single copy: $5. Eleven or more copies, $4 each. Plus shipping.*

To order either of these publications, contact Rhonda Starks (x11), publications assistant.

Internet

Web Site Active

AAHE's World Wide Web site is active and online. Come browse the homepage and learn more about ways in which you can participate in AAHE activities. http://www.ido.gmu.edu/aahe/welcome.html ■

American Association for Higher Education

AAHE members receive free the ***AAHE Bulletin*** (ten issues/year) and ***Change*** magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, Attn: Memberships, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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Bulletin

April 1996

Volume 48 Number 8

Transforming Assessment

BY THOMAS A. ANGELO

What Research Says About Improving Undergraduate Education

12 Attributes That Count for Quality

ASSESSMENT & QUALITY

The Baldrige in Education

Why It Is Needed, and What the First Pilot Year Produced

BY DANIEL SEYMOUR

Could Collaboration Be on the Horizon?

What Assessment and CQI Coordinators Say

BY MONIKA SPRINGER SCHNELL

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Out of Africa

The Unfinished Tale of Cuttington College

1996 SCHOOL/COLLEGE CONFERENCE CALL FOR PROPOSALS

AAHE NEWS

A&Q CONFERENCE DEADLINE

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION

In this issue:

As AAHE prepares for its 11th Conference on Assessment & Quality, we offer this April issue both as an update on the closely related assessment and quality movements and as an intellectual "appetizer" for the main course to be served up June 9-12 in Washington, DC: "What Works? Learning From Success (and Avoiding Pitfalls)." And the first four articles respond by reminding us that we can learn lessons not only from *our* past efforts but also from the successes and failures of others — whether those others are the K-12 standards movement, governors, the Baldrige, or health care.

In addition to the value of "looking outside" ourselves, two other themes run through these *Bulletin* articles: the value of a connected, "systems-thinking" approach to change; and the necessity of collegial collaboration to bring change about. My lead essay stresses the need to (re)connect assessment to high standards for learning. "What Research Says" reminds us that high-quality undergraduate education requires a system-wide commitment to applying research-based best practices. Dan Seymour offers lessons from the Baldrige Education Pilot project, a "systematic and systemic way to regain control over our own institutions." And Monika Springer Schnell's research suggests ways we can make collaboration between campus assessment and quality efforts more common and productive.

— Thomas A. Angelo
director, AAHE Assessment Forum

3 **Transforming Assessment: High Standards for Higher Learning**
by Thomas A. Angelo

5 **What Research Says About Improving Undergraduate Education**/twelve attributes of a high-quality experience
adapted from "Making Quality Count," by the Education Commission of the States

9 **The Baldrige in Education: Why It Is Needed, and What the First Pilot Year Produced**/*plus, reaction from one campus that participated*
by Daniel Seymour

15 **Assessment and CQI: Could Collaboration Be on the Horizon?**
by Monika Springer Schnell

18 **Out of Africa: A Model for Others**/the unfinished tale of Cuttington College
by Linda Chisholm and Louis S. Albert

Departments

1996 National Conference on School/College Collaboration/call for proposals

20 **AAHE News**/a new working paper series . . . conference updates . . . Caribbean cruise . . . Asian and Pacific administrator institute . . . and more!

23 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
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TRANSFORMING ASSESSMENT

High Standards for Higher Learning

by Thomas A. Angelo

After more than a decade of assessment practice, where are the expected gains in student learning? The evidence of improved performance, effectiveness, or efficiency? The breakthroughs in productivity? Why hasn't all this well-intentioned assessment activity led to more valuable, visible learning outcomes?

Over the past few years, there has been more serious discussion about the need to fundamentally reform higher education than at any time in this century. In the *Bulletin*, in *Change*, in the *Chronicle of Higher Education* — and in publications as diverse as *The New York Times Magazine*, *Barron's*, and *Science* — critics friendly and otherwise have argued that we must transform our colleges and universities from (supposedly) hidebound, inefficient, faculty- and research-centered bureaucracies into agile, productive, student-centered "learning communities." While financial constraints and new instructional technologies are usually seen as the prime movers driving change, many reformers view assessment* as a key lever for promoting this transformation.

Viewed from a purely **quantitative** perspective, the assessment movement has been a smashing success. In American higher education, where disagreement is a cherished cultural norm, opinion leaders of all stripes — politicians, bureaucrats, administrators, and faculty alike — have vigorously promoted the use of assessment to improve learning quality. All six regional accrediting associations now require that institutions plan for and engage in assessment, as do many of the specialized accreditors and the majority of state higher education systems. For several years now, more than 90 percent of all U.S. campuses have reported that they are planning or carrying out assessment. And the cottage industry of assessment conferences, workshops, and consultants is thriving. In sum, everywhere we look, more people in more institutions are doing more assessment than ever before.

If we examine our assessment efforts through a **qualitative** lens, however, the view is less impressive. After more than a decade of assessment practice, where are the expected gains in student learning? The evidence of improved performance, effectiveness, or efficiency? The breakthroughs in productivity? Why hasn't all this well-intentioned assessment activity led to more valuable, visible learning outcomes?

While it is true that assessment has been a transforming lever at a few colleges and universities — among them, Alverno, Northeast Missouri State University, and King's College — that short list hasn't grown much longer in the last few years. On most campuses, assessment efforts have resulted in a little tinkering around the edges, at best. Of course, similar observations could be made about curriculum reform, management by objectives, and a host of other past reform attempts — and about more recent TQM/CQI initiatives. But given the powerful pressures and broad support for change — and the widespread engagement in assessment — why hasn't assessment had more of a transforming effect? What's missing?

---

* Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (*AAHE Bulletin*, November 1995, p. 7).

For Lack of Standards

What's missing, I've become convinced, is a commitment to explicit, shared, high standards for student learning quality. In an October 1995 *Bulletin* article, author Ruth Mitchell defined standards as "clear statements about what students should know and be able to do at certain stages in their education." She went on to argue that the movement to create national and state-level standards in K-12 represents "a radical and pervasive shift that cannot be dismissed as transitory" (p. 7). A move toward explicit, shared standards represents precisely the kind of potentially radical and pervasive shift that higher education needs now — and that assessment has failed thus far to bring about.

In 1996, we continue to assess student learning — and to graduate and certify students — much as we did in 1986, 1966, or 1946, without meaningful reference to what students should demonstrably know and be able to do. Of course, standards for learning quality are embedded in our syllabi, grading practices, and admissions, degree, and graduation requirements. But those standards are so deeply "embedded" — so implicit, unexamined, and haphazardly individualized — as to be virtually useless. In trying to assess learning without first agreeing on clear standards, we've been starting our efforts in the muddled middle, not at the logical beginning. And it hasn't worked. Without clearly stated standards, and related criteria and indicators, it's unlikely that our assessment efforts can or ever will lead to any significant improvement in learning quality. And it's equally unlikely that without explicit standards any curriculum can ever achieve much coherence or cumulative effect.

In trying to assess learning without first agreeing on clear standards, we've been starting our efforts in the muddled middle, not at the logical beginning. And it hasn't worked. Without clearly stated standards, and related criteria and indicators, it's unlikely that our assessment efforts can or ever will lead to any significant improvement in learning quality.

Next Steps

For assessment to play a meaningful role in transforming higher education, our vision and practice of assessment must itself first be transformed. Let me suggest three steps.

First, we need to recognize that assessment's influence has been limited — not primarily by lack of knowledge or technical skill, but by a lack of shared purpose and political will. To effectively assess and improve our educational programs requires a high level of trust, and a shared language and shared values related to teaching, curriculum, and learning. Assessment requires, in short, that we develop campus communities of reflective practice and judgment.

Second, once we have made progress in academic community building, we will need to start, or restart, our assessment efforts at the beginning, by defining and agreeing on standards for student learning. As difficult as it is to set agreed-upon learning standards, however, that's just the necessary but not sufficient second step. Just as important is mobilizing the "political will" needed to make policy, evaluate learning, and make tough decisions.

In other words, the third transformative step will be to implement clear standards for high-quality learning in admissions, general education, majors, and graduation requirements — and in the syllabi, evaluation, and grading of the courses that embody the curriculum.

This will be a monumental task, of course. But good beginnings have already been made on several campuses. And much can be learned from the K-12 standards movement, as well as from higher education abroad. As AAHE president Russell Edgerton announces on page 21 in this issue, the AAHE Assessment Forum is committed to advancing this conversation over the next few years by working — together with many other colleagues — to help institutions and programs develop and implement meaningful standards for high-quality learning. By transforming assessment, we can better use assessment as a lever for transforming higher education. ■

Thomas A. Angelo is director of the AAHE Assessment Forum at the American Association for Higher Education.

WHAT RESEARCH SAYS ABOUT IMPROVING UNDERGRADUATE EDUCATION

Twelve attributes of good practice.

The article that follows is adapted from Making Quality Count in Undergraduate Education, *a report issued by the Education Commission of the States and its 1994-95 chair, Governor Roy Romer, of Colorado.*

Its list of twelve quality attributes incorporates the well-known "Seven Principles for Good Practice in Undergraduate Education." But the Bulletin *is including this excerpt less because it adds five additional attributes to the previous seven, than for the way that ECS has reframed the issue of* how we should use guidelines from research. *The "ECS Dozen" invites us to take a more thoughtful, better planned and coordinated,* systems approach *in our efforts to improve educational quality.* —Eds.

Extensive research on American college students reveals several characteristics of what a high-quality undergraduate education experience looks like. These characteristics form **twelve attributes of good practice** in delivering undergraduate education. Evidence is strong that when colleges and universities systemically engage in these good practices, student performance and satisfaction will improve.

These characteristics of a high-quality undergraduate education are identified and summarized below under three major headings: organizational culture, curriculum, and instructional practice.

Quality begins with an organizational culture that values:

1. **High expectations.** Students learn more effectively when expectations for learning are placed at high but attainable levels, and when these expectations are communicated clearly from the onset. This principle is based on research indicating that when students are expected to take risks and perform at high levels, they make greater efforts to succeed. If this kind of encouragement is absent, students tend to choose "safe" learning alternatives that allow little room for developing their full potential.

Attributes of Quality Undergraduate Education: What the Research Says

Quality begins with an organizational culture that values:

1. High expectations.
2. Respect for diverse talents and learning styles.
3. Emphasis on early years of study.

A quality curriculum requires:

4. Coherence in learning.
5. Synthesizing experiences.
6. Ongoing practice of learned skills.
7. Integrating education and experience.

Quality instruction builds in:

8. Active learning.
9. Assessment and prompt feedback.
10. Collaboration.
11. Adequate time on task.
12. Out-of-class contact with faculty.

In contrast to conventional notions of "academic rigor," however, research indicates that students should not be left simply on their own to reach high standards; instead, both the institution and its faculty members must set high expectations and make active efforts to help students meet them.

2. **Respect for diverse talents and learning styles.** Students come to college with vastly different backgrounds, levels of preparation, and previous experiences. It also is true that regardless of background, different students may learn most effectively in quite different ways. Good practice demands carefully designing curricula and instructional efforts to meet these diverse backgrounds and learning styles. Not only should individual ways of

learning be respected and students allowed to capitalize on their strengths, but diversity itself should be harnessed for the insights it can provide on the subject matter taught. Instructional approaches that actively tap prior student and faculty experiences, and highlight the differences in those experiences, can be particularly helpful.

3. **Emphasis on the early years of study.** A consensus is emerging that the first years of undergraduate study — particularly the freshman year — are critical to student success. This idea partly reflects the fact that the transition from high school to postsecondary study represents a major discontinuity in both expectations and behavior for most students. Not only are standards higher, but students also are expected to work harder and make major choices about their course of study. For adult students returning to the unfamiliar world of postsecondary study after many absent years, the shock of transition can be particularly abrupt. Yet, the pattern of resource allocation at most colleges and universities strongly favors upper-division work. Comprehensive efforts to integrate first-year students into the mainstream of collegiate experience often are treated as auxiliary experiences, just the reverse of what a growing body of research indicates as "best practice."

A quality undergraduate curriculum requires:

4. **Coherence in learning.** Students succeed best in developing higher-order skills (e.g., critical thinking, effective written and oral communication, problem solving) when such skills are reinforced throughout their education program. This means, at a minimum, that students should be presented with a set of learning experiences that consist of more than merely a required number

Additional Resources

The specific attributes of good practice in undergraduate education distilled in this essay are based on the results of several decades of study about American college students, particularly:

- *Involvement in Learning: Realizing the Potential of American Higher Education.* National Institute of Education. (Washington, DC: U.S. Government Printing Office, 1984).
- "Seven Principles for Good Practice in Undergraduate Education," by Arthur W. Chickering and Zelda F. Gamson. *AAHE Bulletin*, March 1987.

  Copies of the "Principles" document and two self-assessment inventories based on them are available from Winona State University. To request an order form, call 507/457-5020 or fax 507/457-5586. Provide your name, address, and phone/fax numbers.

  Another useful resource is *Applying the Seven Principles for Good Practice in Undergraduate Education*, edited by Arthur W. Chickering and Zelda F. Gamson. New Directions for Teaching and Learning, no. 47. (San Francisco: Jossey-Bass, Fall 1991).
- *How College Affects Students: Findings and Insights From Twenty Years of Research*, by Ernest T. Pascarella and Patrick T. Terenzini. (San Francisco: Jossey-Bass, 1991).

  This massive volume provides the single most comprehensive presentation of what is known about college impact.

Governors Move to "Reinvest in Quality"

During his year as 1994-95 chairman of the Education Commission of the States, governor **Roy Romer** of Colorado persistently posed tough questions about what "quality" in higher education means, how we know and measure it, and how we can invest more effectively in meeting student and societal needs. Now Romer has organized a group of fellow governors and state legislative leaders under an ECS-sponsored Leadership Council on State Policies for Higher Education to design and implement strategies to "reinvest in quality."

Romer has been not only a national voice but active in his home state in stimulating discussion within the public institution governing boards, by involving private-college and private-sector leadership, and by working with the legislature to redirect state financial support in ways that enhance student achievement and address high-priority state needs. Joining Romer on the Leadership Council are:

- Utah governor **Mike Leavitt**, who is working with Romer and other western governors on the design for a multi-state "virtual university" to make better use of computer-based or network-accessible instruction and learning. Western governors see this as a major strategy for meeting the expanding education needs in their states.
- New Jersey governor **Christine Todd-Whitman**, who first restructured the state Department of Higher Education to decentralize governance responsibility and reduce state bureaucracy, and now is looking to the new coordinating board and council of presidents to develop a new state strategic plan and method for financing higher education in order to reaffirm New Jersey's commitment to accessibility, affordability, and accountability.
- Georgia governor **Zell Miller**, who is working closely with university system chancellor Stephen R. Portch, to develop new P-16 student performance standards, expanding access through the HOPE scholarship program, and making other important investments in all levels of education.

Also part of the Leadership Council are **Ron Cowell**, chair of the Pennsylvania House Education Committee; **Wilhelmina Delco**, former state representative and chair of the Texas House Edu-of courses or credit hours. Instead, the curriculum should be structured in a way that sequences individual courses to reinforce specific outcomes and consciously directs instruction toward meeting those ends.

5. **Synthesizing experiences.** Students also learn best when they are required to synthesize knowledge and skills learned in different places in the context of a single problem or setting. Such experiences can occur appropriately at multiple points in a student's career and should not be confined to upper-division or baccalaureate programs.

6. **Ongoing practice of learned skills.** A common research finding in K-12 and postsecondary education is that unpracticed skills atrophy quickly. This is particularly the case with such core skills as computation and writing, which, if not reinforced, will inevitably deteriorate without use. Good practice consistent with this principle requires multiple opportunities to exercise higher-order communication (written and oral), critical thinking, problem solving, and basic quantitative skills. It also requires that students demonstrate such skills at appropriate levels as a condition for graduation.

7. **Integrating education and experience.** Classroom learning is both augmented and reinforced by multiple opportunities to apply what is learned. In professional curricula and programs, opportunities for this abound through formal practice, internships, or cooperative education arrangements, but they generally are lacking for undergraduate education as a whole. These kinds of settings are those in which the greatest amount of learning often occurs and where student interest is highest.

Quality undergraduate instruction builds in:

8. **Active learning.** At all levels, students learn best when they are given multiple opportunities to actively exercise and demonstrate skills. For example, students learn more when they participate in frequent discussions of presented class material, produce considerable written work, and apply learned material to new settings or contexts, rather than when they simply listen to lectures. Rather than being based entirely on information recall, student assessment should require active demonstration of synthesis and application.

9. **Assessment and prompt feedback.** Frequent feedback to students on their performance also is a major contributor to learning. Typically in college classrooms, students receive little formal feedback on their work until well in the term. Learning is enhanced when students are provided with information about their performance, both within courses and through advisement processes and integrative experiences that give them an opportunity to assess more broadly what they have learned. Early and frequent assessment at the classroom level also allows faculty to determine the different abilities and backgrounds that are present

cation Committee; and **Carolyn Oakley,** chair of the Oregon Ways and Means Committee. ECS will collaborate with the National Governors Association, National Conference of State Legislators, and other organizations supporting the Leadership Council initiative.

What are these governors and other state political leaders expecting from higher education? Responsiveness to changing student needs; leveraging of new technology to expand education delivery and learning; collaborative development of policies to improve education design and delivery; and, through strategic investments, reshaped relationships between colleges and universities and state political leaders in order to strengthen the connections between higher education and the broader society.

The Leadership Council initiative is based on the recognition that a critical factor in improving higher education quality is the relationship to state government. This relationship goes far beyond the amount of public funding that is provided to how the financial support is used and other aspects of the policy environment in which colleges and universities operate. The problem is that current state policies are aimed primarily at subsidizing and regulating higher education, rather than at motivating and reinforcing the qualities and services that higher education's many constituents now expect.

A forthcoming Leadership Council paper argues that state strategies for reinvesting in quality would require: (1) a more balanced approach between meeting institutional needs and those of students and the public at large; (2) better consumer information and incentives for improved performance in place of regulation; (3) less "governing" with respect to institutional operations and more "leading" with respect to public needs and expectations; and (4) funding mechanisms that shift from operating subsidies to principles of long-term investment in both the human and physical resources of higher education. The paper, "Reinvesting in Quality — Designing New State Policy Frameworks for Higher Education," by Dennis Jones, is due to be published by ECS this month, and will provide a starting point for the Council's work in the subsequent two years of activities. *— ECS*

For more: Contact Charles S. Lenth, ECS director of policy studies, clenth@ecs.org.

among students and may suggest strategies for dealing with this diversity.

10. **Collaboration.** Students learn better when engaged in a team effort rather than working on their own. Teamwork increases active involvement and provides multiple opportunities for feedback. At the same time, it actively reinforces communication and problem-solving skills. Moreover, it is the way the world outside the academy works — a world that students eventually will face. Research also suggests that collaboration is a useful model for faculty/student interaction; rather than being judges of student performance, the best teachers act as coaches, working with students as joint participants in achieving learning goals.

11. **Adequate time on task.** Research also confirms that the more time devoted to learning, the greater the payoffs in terms of what and how much is learned. How an institution defines its expectations for the ways students and instructors use their time can powerfully influence the quality of learning that occurs. At the same time, visibly emphasizing time on task helps students learn how to plan and manage their time more effectively and how to focus their energy.

> Evidence is strong that when colleges and universities systemically engage in these good practices, student performance and satisfaction will improve.

12. **Out-of-class contact with faculty.** Frequency of academic, out-of-class contact between faculty members and students is a strong determinant of both program completion and effective learning. Knowing well a few faculty members enhances students' intellectual commitment and encourages them to think about their own values and future plans. Through such contact, students are able to see faculty members less as experts than as role models for ongoing learning.

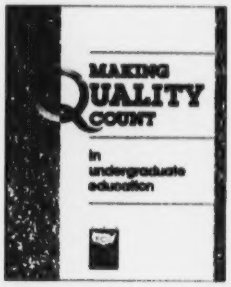
Conclusion

Multiple sources of research suggest these twelve factors are important individually and are mutually reinforcing. It is difficult for a college or university to be engaged seriously in one of these activities without being engaged in most of them.

Also highly correlated with such practices are "student-centered" faculty attitudes. It is important to note that the majority of these practices are regarded highly by students themselves, and the institutions that engage in them receive higher satisfaction ratings from their graduates than those that do not. ■

Making Quality Count in Undergraduate Education

The Education Commission of the States is a nonprofit, nationwide interstate compact formed in 1965. Its primary purpose is to help governors, state legislators, state education officials, and others develop policies to improve the quality of education at all levels.



Each year, ECS calls upon a governor to provide leadership as ECS chair and to set a substantive education policy agenda during his or her tenure. The 1994-95 ECS chair, Gov. Roy Romer, of Colorado, chose "Quality Counts" as the theme, and higher education as the focus, for his work.

In late 1995, ECS and Gov. Romer issued a synthesizing report of his agenda — *Making Quality Count in Undergraduate Education*. One of its four chapters, "What Research Says About Improving Higher Education Quality, and What States Can Do About It," is excerpted and adapted here.

Readers can purchase a copy of the complete *Making Quality Count* report (#PS-95-1) for $13 prepaid, from: ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427; ph 303/299-3692. *Checks and institutional purchase orders are accepted; no credit cards.* For information about ordering more than one copy and bulk discounts, contact the Center.

Credits

This outline of "quality attributes" in undergraduate education draws from many sources and reflects a process of collaboration and consensus building. Peter T. Ewell, of the National Center for Higher Education Management Systems (NCHEMS), prepared the original chapter, drawing from the research and reports that he and others contributed to over the past decade.

Peter and his colleague Dennis P. Jones also interpreted findings from in-depth interviews and focus groups, organized and led during 1994 by Kay McClenney, vice president of the Education Commission of the States, on the expectations of business, the institutional community, political leaders, and students for quality in higher education.

Charles Lenth, also of ECS, participated in both the research and interpretation, and he had overall responsibility for preparing the ECS report. Gov. Romer, his staff, and many other ECS constituents reviewed and contributed to the substance as well as the consensus building behind the argument for *Making Quality Count in Undergraduate Education.* —*ECS*

THE BALDRIGE IN EDUCATION

Why It Is Needed, and What the First Pilot Year Produced

by Daniel Seymour

There is an old story told by Hebrew rabbis, that as the Great Flood reached near full tide, and every human was drowned except those taken into the ark, an enormous giant called Gog came striding along. The water was over the mountaintops and still rising — raining hard night and day. The giant hailed Noah, who put his head out the window and called, "Who is there?"

"It is I," said Gog. "Take me in; it is wet outside!"

"No," said Noah, "You're too big. Besides you're a bad character. You would be a very dangerous passenger, and would make trouble in the ark. I shall not take you in," and Noah clapped the window shut tight.

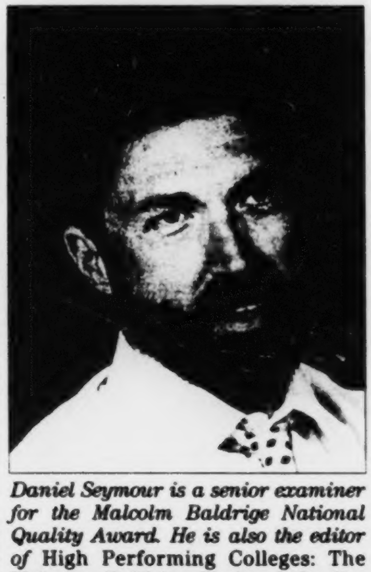
"Go to thunder!" cried Gog. "I will ride, after all!" And with that, he strode after the ark, wading through the waters; and mounting on top of the ark, with one leg over the larboard and the other over the starboard side, steered it just as he pleased.

Some of today's organizations know what it is like to have a Gog attempting to sit astride them — take health care and higher education, for instance.

Who Is in Charge?

Both types of organizations are being asked, coerced, or in some cases mandated, to act in fundamentally new ways by external groups: state and federal agencies, legislative bodies, and boards. Why?

Because health care and higher education organizations, in particular, have not exercised strong and vocal leadership in steering their arks in directions that are both consistent with their own values and traditions and also responsive to new demands, tough challenges, and legitimate inquiries from outside their organizational walls. They have abdicated their responsibilities as captains of their own ships.



Daniel Seymour is a senior examiner for the Malcolm Baldrige National Quality Award. He is also the editor of High Performing Colleges: The Malcolm Baldrige National Quality Award as a Framework for Improving Higher Education *(Prescott, 1996; toll free 800/528-5197), from which portions of this article have been adapted.*

The Malcolm Baldrige National Quality Award, a public/private partnership administered by the National Institute of Standards and Technology, is a comprehensive and systematic way to pursue performance improvement in an organization. In 1995, the assessment framework from industry was adapted and extended into two new areas: health care and higher education.

For higher education, the Baldrige may be one of our best chances of reducing Gog's role on our college and university campuses.

What's Already Happened in Health Care

Twenty years ago, medical decisions were the prerogative of hospitals and doctors, and most health insurance was delivered through traditional fee-for-service plans. Today, "managed care" is radically transforming the practice of medicine in many states. Squeezed by employers to cut costs, these managed care organizations are effectively rationing health care by redefining, in their terms, what is or is not medically necessary.

The health plans contend that they are meeting the demands of employers and society to lower costs. But many critics believe that in the rush to bring some

It should come as no surprise that the university is another organization that falls under the "professional bureaucracy" rubric.

sanity to a notoriously inefficient and expensive medical system, insurance plans have acquired too much authority. Scorecards are kept. Incidents of sickness, complications, and death are tied to a diagnosis code, then calculated for each hospital, compared, and published. Hospitals are being forced to restructure as externally driven, simplistic metrics are used to force doctors and hospitals to change how they practice medicine. Gog-like insurance companies, not health care professionals, are steering the health care reform ark.

Certainly these changes in health care are unsettling, and possibly unwarranted; but they really can't be characterized as shocking or in any way unforeseen. Indeed, the scenario just described was perfectly predictable — according to the noted management expert Henry Mintzberg. In his book *Structure in Fives: Designing Effective Organizations* (Prentice-Hall, 1983), Mintzberg discusses five different organizational structures, one of which is the "professional bureaucracy."

A hospital is a professional bureaucracy. Such organizations are complex, but, explains Mintzberg, rather than being controlled by a hierarchy, they emphasize authority of a professional nature — the power of expertise. The professional bureaucracy relies for coordination on the standardization of skills and its associated design parameter, training and indoctrination — in this case, medical school and residency programs. Duly trained and indoctrinated specialists are hired to fill its core, then are given considerable individual control over their own work.

Other attempts at standardization trouble the professional. The work processes themselves are too complex to be standardized directly by analysts. And because the professionals' work outputs cannot be easily measured, they do not lend themselves to standardization either, the professionals believe.

As long as its environment remains stable, the professional bureaucracy runs smoothly. Problems arise, however, when conditions change — say, as health care costs begin to outstrip the capacity of individuals and corporations to pay. Because professional bureaucracies tend to be conservative bodies, they are usually both unwilling and unable to respond to the demands of a dynamic environment.

Their *unwillingness* stems from the universal nature of inertia and perceived threats to closely held beliefs and standard operating procedures. Their *inability* to respond to new conditions results more directly from the organizational structure itself. Since there is virtually no control of the work except by the professionals themselves, the system has no way to correct deficiencies the professionals choose to ignore.

What reaction does this lack of responsiveness to changing dynamics evoke? Most commonly, those outside the profession see its problems as resulting from a lack of external control. And so these outsiders do the obvious: They impose direct supervision, standardization of work processes, or standardization of outputs to exert control. To an HMO, appendicitis is appendicitis — no special situations are recognized, no extenuating circumstances are considered, and no unanticipated variations are allowed. Gog is in charge.

Following in Health Care's Footsteps

Given this description of a professional bureaucracy, it should come as no surprise that the university is another organization that falls under the "professional bureaucracy" rubric. Institutions of higher education share many characteristics with hospitals: highly specialized in the horizontal dimension, significant autonomy for professionals, protection of the professionals' autonomy by administrators whose job it is to "buffer" the professionals from external pressures, and coordination accomplished through standardized skills and knowledge.

Like health care, we are allowing Gog to get astride, and he is beginning to steer us just as he pleases.

Moreover, higher education is also in the midst of a storm, a rising tide of public discontent over the cost of education versus the quality of instruction. For more than a decade, a chorus of students, parents, and others have questioned, "Why has a college education become so expensive?" "How do I know which college provides the best education for the money?" "Why is there so little attention given to teaching undergraduates?" "Why can't I get the classes I want?"

Higher education has largely met these questions with stony silence. Occasionally an institution will announce that it is holding the line on tuition and fees; often there is the rhetoric of an institution rededicating itself to teaching, complete with the announcement of a newly initiated teaching award. Still, few substantive innovations are evident across the higher education landscape. Colleges and universities have largely continued on with business as usual: Great researchers still earn

We've dealt with our deficiencies in only the most superficial way. Why?

far more than great teachers; the lecture format endures as the education delivery vehicle of choice; quality and selectivity remain joined at the hip; tuition increases predictably outpace inflation by a factor of two or more.

All across the country, other organizations are getting leaner, sharpening their focus, serving their customers and trying to adjust to the dictum of doing more with less and doing it better. Enterprises of all kinds are facing competitive challenges and having to pay greater attention to the quality and value of everything they do. That is the revolution that is sweeping this country; the public naturally expects higher education to participate. And most colleges and universities are not.

The predictable public response, according to Mintzberg, is more direct supervision and more standardization of processes and outputs; and that is precisely what is happening. Twenty states now require public colleges and universities to have programs to assess what students learn in college. In 1994-95, twenty-four states conducted faculty workload studies for public colleges. Seventeen states now require public colleges and universities to certify that their teaching assistants are competent in English. We have report cards now, too: Governing boards, education regulators, and state legislatures are latching onto simple-minded algorithms they can use to compare and contrast institutions. From the general notion of "increased accountability" to the derivation of specific performance funding formulas, external regulators are scanning the horizon in search of ever-more-perfect accountability weapons, ones that will force higher education to demonstrate its effectiveness and efficiency.

Like health care, we are allowing Gog to get astride, and he is beginning to steer us just as he pleases.

The question that remains is this — If these events are so predictable, why haven't we anticipated them and adapted? Just because events are predictable, doesn't mean they're necessarily inevitable. We have not been blindsided; indeed, we should have seen the tidal wave of compliance initiatives in health care as a leading indicator. Instead of using that knowledge to fundamentally rethink our colleges and universities, we've dealt with our deficiencies in only the most superficial way. Why?

The primary reason we have not responded is that, as a professional bureaucracy, higher education is locked into a paradigm that focuses on resources, reputation, and a transcendent notion of quality. According to that paradigm, we maintain the sole right to define our own professional responsibilities. . . . Any incursions are threats to academic freedom. . . . Accountability efforts are blatant attempts to usurp the exclusive authority of faculty members to determine how, when, and where they provide their services . . . such efforts should be identified, neutralized, and dispatched, because we know quality when we see it, and we are under no special obligation to explain our processes and outcomes to the unenlightened.

Moreover, we suffer from paradigm paralysis, because we have no alternative models to pursue. Such is the power of the paradigm. We whine, we moan. . . . We tell everyone who will listen that we are losing our best professors to budget cuts. We argue *ad nauseam* about how we are special, and that whatever we are asked to do simply can't be done. When we are forced to act, our initial solutions come from within the paradigm. In response to data inquiries, we hire more institutional researchers; in response to budget crunches, we hire more fundraisers. When board members or state legislators lecture us about productivity or efficiency, we dismiss them as talking "bizspeak."

Those institutions that have developed quality systems that yield high-performing results score well against Baldrige requirements.

We engage in the organizational equivalent of the psychiatric condition "delusion of reprieve." We hunker down and rationalize that the rising tide will soon ebb. We convince ourselves that all we need to do is ride out the budget crunch, that everything will be fine when our funding is restored.

We seem unwilling or unable to question — at a fundamental level — the way in which we conduct our work. We never debate the nature of performance or institutional effectiveness. We don't explore alternative paradigms.

An Alternative Paradigm

The Malcolm Baldrige National Quality Award (MBNQA) is an alternative paradigm. It deserves the attention of academe because it provides a methodology such that our professionals can correct deficiencies heretofore ignored; it is both a systematic and systemic way to regain control over our own institutions.

The Award has been carefully constructed on a foundation of *core values*, then on *criteria* that manifest those values. A *framework* specifies the dynamic relationships among the criteria/categories, while *examination items* provide a set, 28 in total, of results-oriented requirements. Moreover, the Malcolm Baldrige National Quality Award is an integrated system. Its core values (see **box**) act as the soul of the enterprise. The core values, in turn, are embedded in seven criteria (see **box**) that form the vital organs. The criteria work within a framework, a skeleton if you will, that gives the enterprise structural integrity (see **box**). Lastly, the examination items provide the necessary measures and feedback, much like a nervous system, that enable the enterprise to adapt and grow (see **box**).

These four elements — core values, criteria, framework, and examination items — constitute a comprehensive way to codify performance-improvement principles. The Award is both a standard of excellence and a diagnostic system that enables an organization — in this case, a college or university — to assess itself against that standard. As such, the Baldrige process is about knowledge creation. It involves planning, the execution of those plans, an assessment of progress, and the revision of plans based upon assessment findings. In addition to such learning cycles, the Baldrige and its criteria emphasize the alignment of mission with operational performance. Those institutions that have developed quality systems that yield high-performing results score well against Baldrige requirements; those institutions that talk about excellence and quality but don't have systems in place to deliver on the rhetoric, flunk the test.

The concept of "excellence" in such a system is not left to chance. The Baldrige requires that the organization be able to demonstrate a well-conceived and well-executed self-assessment strategy that results in value-added performance. The characteristics of such a strategy include (1) clear ties between what is assessed and the institution's mission objectives, (2) a main focus on improvement, (3) self-assessment that is embedded in the institutional cul-

Core Values and Concepts

The Education Pilot Criteria are built upon a set of core values and concepts. These values and concepts are the foundation for developing and integrating all requirements.

1. Learning-Centered Education
2. Leadership
3. Continuous Improvement and Organizational Learning
4. Faculty and Staff Participation and Development
5. Partnership Development
6. Design Quality and Prevention
7. Management by Fact
8. Long-Range View of the Future
9. Public Responsibility and Citizenship
10. Fast Response
11. Results Orientation

— *1995 MBNQA Education Pilot Criteria*

1995 Education Pilot Criteria

1.0 Leadership (90 pts)
The Leadership Category examines senior administrators' personal leadership and involvement in creating and sustaining a student focus, clear goals, high expectations, and a leadership system that promotes performance excellence. Also examined is how these objectives and expectations are integrated into the school's management system.

2.0 Information and Analysis (75 pts)
The Information and Analysis Category examines the management and effectiveness of use of data and information to support overall mission-related performance excellence.

3.0 Strategic and Operational Planning (75 pts)
The Strategic and Operational Planning Category examines how the school sets strategic directions and how it determines key plan requirements. Also examined is how the plan requirements are translated into an effective performance management system, with a primary focus on student performance.

4.0 Human Resource Development and Management (150 pts)
The Human Resource Development and Management Category examines how faculty and staff development are aligned with the school's performance objectives. Also examined are the school's efforts to build and maintain a climate conducive to performance excellence, full participation, and personal and organizational growth.

5.0 Educational and Business Process Management (150 pts)
The Educational and Business Process Management Category examines the key aspects of process management, including learning-focused education design, education delivery, school services, and business operations. The Category examines how key processes are designed, effectively managed, and improved to achieve higher performance.

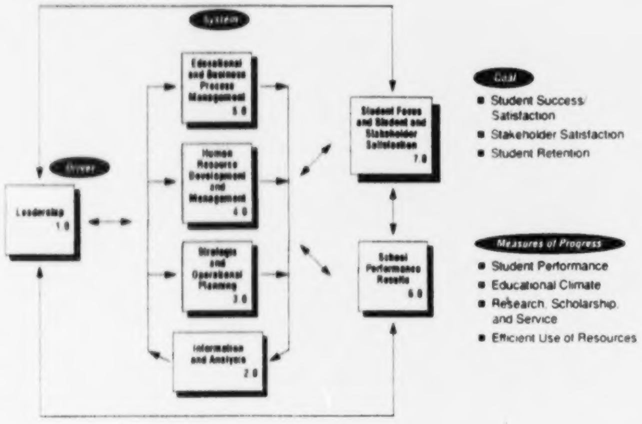
6.0 School Performance Results (230 pts)
The School Performance Results Category examines student performance and improvement, improvement in the school's education climate and school services, and improvement in performance of school business operations. Also examined are performance levels relative to comparable schools and/or appropriately selected organizations.

7.0 Student Focus and Student and Stakeholder Satisfaction (230 pts)
The Student Focus and Student and Stakeholder Satisfaction Category examines how the school determines student and stakeholder needs and expectations. Also examined are levels and trends in key measures of student and stakeholder satisfaction and satisfaction relative to comparable schools and/or appropriately selected organizations.

— *1995 MBNQA Education Pilot Criteria*

Criteria Framework

Dynamic Relationships


System
Driver
Leadership 1.0
Information and Analysis 2.0
Strategic and Operational Planning 3.0
Human Resource Development and Management 4.0
Educational and Business Process Management 5.0
School Performance Results 6.0
Student Focus and Student and Stakeholder Satisfaction 7.0
Goal
Student Success/ Satisfaction
Stakeholder Satisfaction
Student Retention
Measures of Progress
Student Performance
Educational Climate
Research, Scholarship, and Service
Efficient Use of Resources

— *1995 MBNQA Education Pilot Criteria*

A Sample Examination Item

6.1 Student Performance Results (100 pts)
Summarize results of improvement in student performance using key measures and/or indicators of such performance.

Areas to address:

a. Current levels and trends in key measures and/or indicators of student performance.

b. For the results presented in 6.1a, demonstrate that there has been improvement in student performance.

c. For the results presented in 6.1a, show how student performance and performance trends compare with comparable schools and/or comparable student populations.

— *1995 MBNQA Education Pilot Criteria*

ture and ongoing, (4) clear guidelines regarding how assessment results will be used, and (5) an ongoing approach for evaluating the self-assessment system to improve the connection between assessment and student success.

The Award's First Year

While full analysis hasn't been conducted or an official report written, the first pilot year (1995) of the Malcolm Baldrige National Quality Award for education has concluded. The pilot generated nineteen applications — ten from higher education and nine from K-12. Among the higher education applicants were both universities and colleges — some private, some public. Unfortunately, no two-year institutions chose to participate. The range of scores was considerable. The lowest score was 150 out of a possible 1,000, the highest 450. The low score indicates an institution that is clearly in the very beginning stages of transition to a performance-based paradigm. The higher score is indicative of an institution that has sound, systematic approaches in place with no major gaps in deployment; such an institution typically does not have extensive trend data to report, but can show evidence of learning cycles and methodologies for continuous improvement.

Of the ten higher education applicants, six were passed by the judges to the second-round consensus stage; all ten were also sent feedback reports. The purpose of this second stage is to pool the information of individual evaluators and to reach agreement on the applicants' strengths and areas for improvement. The consensus stage also serves a second purpose: Consensus scores determine site visits. A site visit is reserved for those applicants who have scored extremely well and show signs of being a potential award winner. While no awards were part of 1995's pilot, site visits were planned and three were conducted. One site visit went to a K-12 school district, another to a postsecondary vocational-technical institute, and the last site visit went to a public university. That institution — Northwest Missouri State University, in Maryville, MO — hosted a team of evaluators the week of October 23, 1995.

How We Fared

Afterwards, I was commissioned to ask the Education Pilot evaluators a series of questions regarding the degree to which the nineteen applications met the evaluator's expectations.

In terms of the criteria, results in the Leadership (1.0) category were viewed as "better" than expected. Three categories — Strategic and Operational Planning (3.0), Human Resource Development and Management (4.0), and Educational and Business Process Management (5.0) — were perceived by the evaluators as "about the same" as they expected. Finally, Information and Analysis (2.0), School Performance Results (6.0), and Student Focus and Student and Stakeholder Satisfaction (7.0) produced results "worse" than expected, according to the evaluators. In terms of the scoring dimensions — approach, deployment, and results — the evaluators saw the applicants' approaches as "about the same" as expected, their deployment of the approaches in slightly worse terms, and their results as clearly "worse" than the evaluators expected.

The interpretation of this feedback is straightforward. It indicates institutions that were immature in their development. Leadership is where you must begin, and so it followed that leaders' first efforts would be in planning and training. It also followed that the applicants would be able to describe their approaches in these areas. The initial weakness occurred with Information and Analysis; then, lacking well-designed self-assessment strategies, for example, meaningful results were rarely available. Further, innovative approaches were often described, but few instances existed in which such approaches were deployed across the institution.

As one of the evaluators commented — "On the one hand, it is very disappointing to see how far behind education is (compared with business) in developing methodologies for improvement; on the other hand, it is obvious to me that the criteria and framework do capture the essence of what education should be all about."

Why Give It Up?

The Baldrige, then, is a performance paradigm, one in which such typically vaporous terms as "quality" and "excellence" have been transformed into a robust system that stands in sharp contrast to the "we-know-it-when-we-see-it" approach that dominates a professional bureaucracy. It is a disciplined approach to addressing key customer requirements and key operational requirements, built around cycles of learning. The intent is to foster innovation by providing a yardstick that yields insights and ideas for improving organizational practices.

The Baldrige, then, is a performance paradigm . . . that stands in sharp contrast to the "we-know-it-when-we-see-it" approach.

Higher education's willingness to engage in such reflective practices may well be the way that we regain control over our own future. By implementing a diagnostic approach that yields tough-minded feedback, by pursuing a methodology that involves a diligent search for bad news, colleges and universities may be able to correct deficiencies that heretofore have been ignored, or at the very least tolerated.

In some ways, the scenario is mindful of the economic roller coaster this country experienced in recent decades. In 1960, the United States' share of the World GNP was 35 percent; Japan's was 3 percent. In 1980, our GNP share had shrunk to 22 percent while Japan's had more than tripled to 10 percent. Akio Morita, cofounder of Sony Corporation, made this frank observation: "American companies either shifted output to low-wage countries or came to buy parts and assembled products from countries like Japan that could make quality products at low prices. The result was a hollowing of American industry. The U.S. was abandoning its status as an industrial power." Then he added, "We weren't taking away your manufacturers' business. You gave it up."

Just as American manufacturers "gave it up" to Japan, just as hospitals and doctors "gave it up" to insurance companies, American higher education is in the process of "giving it up" to government regulators and educational bureaucrats. The Baldrige evaluation process is comprehensive and rigorous. It is unforgiving. It does not abide rhetoric or whimsy. It may also be one of the best chances we have to prevent the hollowing of our own industry of higher education. ■

Northwest Missouri State University

"What We Do With Our Baldrige Feedback"

Baldrige feedback plays a critical role in continuous improvement at Northwest Missouri State University. The fact that the evaluation process is so rigorous and comprehensive, coupled with the outsider status of the evaluation team, gives the feedback report a status unlike any other evaluation.

As soon as we receive the feedback report, we distribute it as widely as possible: electronically . . . a hard copy to every faculty member and service department head on campus . . . even a copy to the school newspaper. We urge everyone to analyze it, make suggestions, and above all apply it to their own area of responsibility.

Our Baldrige oversight committee formulated a one-page set of themes — both strengths and areas for improvement — which became the agenda for town hall meetings in every college and support area. From all of this conversation, an action agenda emerged, which will guide our continuous improvement efforts over the next two years.

— Dean Hubbard, president

To Order the Pilot Criteria

During 1996, the Malcolm Baldrige National Quality Award program is being evaluated, and $20 million in private-sector funds are being sought to support a future program.

To be sent a free copy of the MBNQA Education Pilot Criteria, contact the Malcolm Baldrige National Quality Award Office, National Institute of Standards and Technology, Route 270 and Quince Orchard Road, Administration Building, Room A537, Gaithersburg, MD 20899-0001; 301/975-2036, fax 301/948-3716.

ASSESSMENT AND CQI

Could Collaboration Be on the Horizon?

by Monika Springer Schnell

Monika Springer Schnell is a graduate assistant and doctoral candidate in education policy, planning, and administration at the University of Maryland at College Park, Lee Building, College Park, MD 20742. To request a copy of the author's full report, contact her at mschnell@umdacc.umd.edu.

In the mid- and late-1980s, assessment arose as a practice in higher education; in the early 1990s, campuses came to learn about quality management, or "CQI." In 1993, AAHE's Ted Marchese, calling the two movements "separate trains on separate tracks," wondered whether there might be synergy in the two . . . both, he pointed out, embody notions of continuous improvement, client focus, feedback, process improvement, and collective responsibility for outcomes.

On campus, at least, assessment and CQI typically began as the "causes" of separate parties, the former embraced by academic reformers, CQI by reform-minded administrators. For the past three years, though, many voices in both camps have called for common cause to be made; AAHE's last several "Assessment & Quality" conferences have been built around the idea of union. Given this, are there any signs now of collaboration or linkage between CQI and assessment efforts on campus?

To answer that question, I recently conducted extended telephone interviews with the separate assessment and CQI coordinators on thirty-five campuses known to have both initiatives in place. The thirty-five included eight community colleges, seven liberal arts colleges, seven comprehensive colleges or universities, and thirteen research universities.

To go directly to the punchline, 77 percent of the respondents told me that there has indeed been a coming together of assessment and CQI efforts on their campuses. This collaboration or linkage takes the form of everything from "verbal agreements" to work together, to formal merger under which the two now operate from the same office.

Within this overall pattern of coming together, however, pervasive themes emerged, six of which I'll report on here. The issues raised were often sensitive, sometimes personal; to protect confidences, respondents and their institutions are not identified by name.

Embedded Administrative Resistance . . .

Assessment and quality interviewees alike believe that a great deal of "administrative resistance" is embedded in the administrative culture on their campuses. One interviewee noted, "Right now we need leaders who can transform higher education. We need to make assessment and quality the everyday practice of how we operate. The resistance of older, top-level administration to change is perhaps the greatest difficulty that we face." Respondents described leaders who don't practice what they preach and who resist team approaches to problem solving. They believe that the old guard must retire before their campuses will see real change.

One interviewee told me "... the old guard believes that faculty and administrators are adversaries. Some people on campus actively do what they can to see that this mindset is perpetuated. There is always a suspicion of some hidden, underhanded motive in attempts to get faculty and administrators to work together, and that suspicion is played upon."

Senior Champions of the Cause . . .

Senior-level "champions" are critical to both assessment and CQI initiatives; progress can quickly become "unraveled" if top-level leadership leaves office and real or perceived "support for the cause" disappears. Years of progress have come undone with the change of a single top-level administrator, such as a president or a vice president. CQI respondents in particular expressed concerns over change in the campus presidency. They fear that a new president who does not understand or support CQI will end it as an activity on campus.

Not all "champions of the cause" are presidents or vice presidents, though. Some champions do not possess the authoritative or symbolic power of a president or vice president, but they nonetheless have a great deal of influence or power of persuasion over others on campus. Faculty members or administrators who are in such positions of influence can become the key to breaking down barriers that limit the degree of collaboration between assessment and CQI initiatives.

Two such barriers include perceptions that there is no CQI connection to teaching and learning, and that people in the assessment camp intentionally "shut out" CQI. That CQI is perceived as having "no connection to teaching and learning" at most of the thirty-five institutions is a result of at least five factors.

First is a language barrier. Words like "customer" and "stakeholder" fit in the corporate world, but don't sit well with most faculty members. Institutions that are experiencing a *growth* in the relationship between assessment and CQI tend to report that "We are seeing more faculty involvement. The less we (administrators) focus on using CQI language and knowledge and the more we focus on using improvement language and knowledge, the greater the degree of cooperation we'll get."

Territoriality often results in an inability to train collaboratively, leaving a campus with the impression that assessment and CQI are "add-ons," rather than methods of good practice that a campus should use in its day-to-day activities.

A second factor is that CQI advocates often don't know that much about teaching and haven't taken the time or initiative to learn about assessment. The third factor is that faculty have simply not been invited to participate in CQI activities. This is partially a result of a fourth factor, a mindset that regards CQI as solely administrative and assessment as solely academic. The fifth factor is that there is no release time offered to faculty to encourage involvement in CQI activities.

The perception that assessment is "shutting out" CQI arises from four factors revealed by project participants: The first, noted by assessment and CQI respondents alike, is that faculty frequently are unwilling to consider making changes in their classrooms. The second factor is that assessment practitioners are unwilling to see past language constraints to look at the principles assessment and CQI have in common. A lack of impetus on the academic side to get involved with CQI, particularly in the social sciences areas, is a third factor. The last is that CQI is viewed as a paper documentation exercise, rather than as a set of tools and techniques to foster improvement.

Personalities . . .

Numerous respondents raised the issue of "personalities" as important to whether or not assessment and quality efforts can ever achieve true "collaboration." Most frequently cited was a concern that some CQI practitioners are trying to take over assessment's "territory" — that CQI directors are telling assessment practitioners exactly what it is they should be doing and how it is they should be doing it. Territoriality often results in an inability to train collaboratively, leaving a campus with the impression that assessment and CQI are "add-ons," rather than methods of good practice that a campus should use in its day-to-day activities.

There is also evidence of personalities limiting collaboration between assessment and CQI initiatives in the unwillingness of risk-averse administrators to share already limited staff and resources. Managers unwilling to relinquish some of their own power to empower others in decision making also limit efforts to collaborate.

Resistance to Data . . .

I found that resistance to the use of data also limits collaboration between assessment and CQI activities. There is a fear of how data will be used. No one wants to see jobs eliminated or project funding cut based on data collected to evaluate a particular academic department or administrative unit. Respondents are concerned that data could be u[illegible]r selective elimination in areas that have traditionally been undersupported on a given campus.

One institution in the study has made significant progress with incorporating both assessment and CQI initiatives into the "total management" process, making a "full-circle" link to the budgeting process; *all* departmental budgets, academic as well as administrative, are allocated and reallocated based on an objective yearly evaluation of specific assessment *and* quality improvement results.

Respondents reported a shortage of time and staff to collect data, be it data to support the initiation of a particular project or to evaluate the progress of an ongoing initiative. There is evidence at some institutions of assessment being put into the context of CQI to enable assessment efforts to be *applied more effectively*. Several institutions, for example, spoke of conducting "pilot studies" for assessment projects as a direct result of using CQI. They have seen positive results in terms of time, effort, and revision of their assessment efforts. They specifically point to the fact that they are no longer "burning out" the entire faculty at the institution in pursuing assessment endeavors.

The "view of self as expert" can limit the collection and use of data. Several respondents spoke of the value of CQI appropriately "challenging" the "expertise of the experts," so to speak, on the academic side, who see themselves as being able to go unchallenged. One respondent remarked, "We have gained on the assessment side from CQI forces in that they have caused us to be more attentive to evidence gathering and *how* you use it (data). They are keeping us honest."

Additional factors seen as contributing to the resistance to data, which in turn serves to limit collaboration between assessment and CQI initiatives, are data being collected but not interpreted or distributed for the use of others on campus, and data being used for reporting purposes only.

Resistance Rears Its Head But Once . . .

Institutions in the study that have just recently come under assessment mandate (within the last one to three years) but that had "gotten into quality first" found that there is little subsequent resistance to assessment as an idea or to working with assessment in the "context" of quality. Such a campus has already made the shift to quality practices in its mindset. Resistance has reared its head but once . . . in reaction to quality. However, institutions where assessment arrived first tended to experience two resistance movements, one to assessment and then a second one to quality.

To fully understand the reasons why this is the case will need further study, but it is an intriguing pattern worthy of mention here and in future consideration of how it is that higher education can most effectively implement organizational change.

> **Institutions in the study that had "gotten into quality first" found that there is little subsequent resistance to assessment as an idea or to working with assessment in the "context" of quality. . . . However, institutions where assessment arrived first tended to experience two resistance movements, one to assessment and then a second one to quality.**

Getting to the Next Level . . .

A thread running across a subset of institutions in my study involves faculty feeling some pressure from colleagues to at least know the basics of what CQI is about. There is also a pattern emerging on campus in which faculty who have initially "consciously chosen" to remain uninvolved in CQI initiatives no longer wish to be "left out." As one respondent put it, "The academic side of the camp has begun to catch up with the administrative side of the camp when it comes to continuous quality improvement." A number of institutions said that it was time to give the administrative side a "kick" to take its quality efforts and the overall quality initiatives of the campus to the next level. Many are experiencing a plateau or a sense of complacency after a first or second round of quality initiatives.

Conclusion

Institutions that are working toward collaboration of assessment and CQI initiatives are finding that CQI offers a valid framework for making progress in assessment. "CQI is not a panacea," as one assessment respondent noted, "but it is the frame." Another assessment respondent commented, "The Office of Institutional Studies and the Office for Continuous Quality Improvement have agreed to work together on assessment and CQI initiatives, particularly in the area of developing a far-reaching, campuswide assessment architecture. While there are assessment initiatives in place here, we don't really know what is going on in the individual colleges. We have no infrastructure in place to deal with this. Developing this structure is an essential aspect of what we will be doing as we attempt to work together."

As is evidenced in the six themes discussed above, even though 77 percent of my study respondents answered "yes," that collaboration or linkage has been developing between assessment and CQI, almost all respondents pointed to significant factors still limiting the degree of that collaboration on their own campuses. ■

Sadly, as this issue goes to press, fighting has broken out again in Liberia . . .

OUT OF AFRICA

A Model for Others

by Linda Chisholm and Louis S. Albert

There is always something new out of Africa.
— Pliny the Elder (First Century C.E.)

Heroism is endurance for one moment more.
— George Kennan (Twentieth Century C.E.)

These aphorisms bring to mind a true tale of educational courage and vision.

For six years, Dr. Melvin Mason has been enduring for one moment more. While most of us in education think of vacations and travel away from home, he has talked and lived and dreamed of nothing but returning to work and home. Home for him is Suacoco, Liberia, 120 miles upcountry from the capital, Monrovia. Work is the presidency of Cuttington University College, the oldest private degree-granting institution of higher education in sub-Saharan Africa.

In December 1989, Cuttington had just celebrated its centennial. The academic year at a close, Cuttington's one thousand students — Liberian, West African, and eight U.S. service-learning students — were packing their belongings. Faculty in the arts and sciences, business, nursing, education, and theology (Cuttington was founded by the U.S. Episcopal Church) were grading papers and preparing for the holiday when news came that rebel leader Charles Taylor, challenging the dictatorship of Samuel Doe, had taken Nimba County, on the border with the Ivory Coast. Liberians knew this could be the beginning of civil war.

Cuttington's president, Melvin J. Mason

And so it proved to be. The war escalated to become what many have called the bloodiest since World War II. More than 150,000 were killed and at least a million internally displaced. An additional 750,000 fled as refugees to neighboring Sierra Leone, Guinea, the Ivory Coast, Ghana, and Nigeria. The rival sides splintered into factions. The rule of law disappeared as marauding bands of boy soldiers — the U.N. reports many as young as nine years — roamed the countryside with automatic weapons. Farm animals were killed, crops ruined, goods of any kind stolen, and commerce and education halted.

Cuttington closed in May 1990, and undisciplined regiments of Taylor's army, coveting the well-appointed campus, moved in. In a last effort to save Cuttington, faculty and staff boarded up the library and student records, but classrooms, dormitories, laboratories, museum, and the chapel were stripped. The occupied campus was converted into a guerrilla training camp.

Atrocity followed devastation. Mason and his wife remained as long as possible, but after months of harassment and a day of terror at the hands of a drunken soldier, they fled for their lives, hidden in a truck going to the Ivory Coast for relief supplies.

In the first months of the conflict, all who knew Liberia hoped the war would end quickly. But months turned into years. Friends of Cuttington in Liberia and the United States, including former Fulbrights who taught at Cuttington, Peace Corps volunteers, and church people, worried about the future of the institution. They feared that each month the college remained closed, the harder it would be to reopen. Time has proven them right.

Cuttington in Exile

It was Howard Berry, president of the Partnership for Service-Learning, which had sponsored a successful program for U.S. undergraduates at Cuttington, who posed the fruitful questions leading to new hope for Cuttington: "Must Cuttington be in Liber-

Left: The installation by President Mas far left) of new officers of the Cuttington Alumni Association, November 18, 1995 Baltimore, MD. *From left to right:* Lynette Murray, secretary, Stephen Kaipha, president, and Eugenia Roberts Jelani, treasurer

Right: A senior nursing student and two theological students receive donated equipment and textbooks brought by President Mason during his visit in January 1996 to the Cuttington-Monrovia office. Ted Brown *(far right)*, administrative assistant to the president, was the only Cuttington staff member to remain on campus in 1991-1995 during the worst of the fighting.

Nursing equipment and textbooks for thirty students were donated by Helen Kohler, former professor of nursing at Cuttington, now teaching at the University of Maryland's School of Nursing. Textbooks for ten theological students were donated by William D. Persell, dean of Trinity Cathedral, Cleveland.

ia?" "Why not temporarily move the College elsewhere?" "Why not establish Cuttington University College-In-Exile?"

President Mason, formerly general education specialist of UNESCO in Paris, with degrees from Yale and Michigan State, could easily have abandoned ship. But without hesitation he took on the task: "Liberia is the place of my birth, Cuttington my alma mater, its presidency my life's work."

In 1991, Thomas Law, president of Saint Paul's College (an HBC) in Lawrenceville, Virginia, stepped forward, offering an office and residence to Mason and to Henrique Tokpa, dean of administration, and Tonneh Tokpah, comptroller. A board of directors for Cuttington-In-Exile was formed, chaired by Wilbert LeMelle, president of the Phelps-Stokes Fund. Adopting the motto "Keeping Hope Alive," Cuttington-In-Exile was up and running with four goals.

The first was to provide support to what faculty and staff remained on campus in Suacoco. The second was to place refugee students in other universities. The third was to provide opportunities for some junior staff to continue their education in master's programs. The fourth was to lay plans, and the grounds of support, to enable Cuttington to return to home soil once peace was achieved.

Colleges elsewhere in Africa, in England, and as far away as the Philippines accepted Cuttington students. In the United States, Saint Paul's, St. Augustine's (NC), and Berea colleges and Cornell University were among those that responded generously. Scholarships were found, credits earned and transferred to Cuttington-In-Exile, and Cuttington degrees awarded, even as the war raged.

Simultaneously, Mason made contacts for the future at conferences, including AAHE's. He met with American Schools and Hospitals Abroad (ASHA), an agency of USAID that had supported Cuttington in the past, and with other potential donors. He plans to reopen Cuttington on a work-and-service model: "There are no resources. All will have to work, helping the college and our neighboring communities rebuild. I will be the first to model this work ethic."

In August 1995, a Liberian peace accord was signed at last — a fragile one, to be sure. Days later a new national transitional government called the Council of State was established, headed by Cuttington graduate Wilton Sankawulo. Its goals are to oversee the disarmament of combatants and to hold free and fair elections by August of 1996.

President Mason will return to Liberia in April to begin classes in Monrovia, where a provisional Cuttington office has been established, and to assess the needs of the main campus. Meanwhile, 240 Cuttington students have been enrolled by special arrangement at the University of Liberia at Monrovia until the campus reconstruction is complete.

Real dangers remain; part of the heroism of this story lies in that reality. Mason faces genuine physical risk on his return. But he is aware that the opening of schools can contribute to the peace process, and will be vital to the rebuilding of his nation, society, and culture. The lost generation of Liberia needs Cuttington.

What is the message in this? In areas around the world torn by war and civil strife, colleges and universities have closed their doors, huddling and waiting out the storm. Cuttington's example stands out. It is a story of imagination, heroism, vision, and a fierce determination that education need not retreat and hide in the face of chaos and barbarism. There is much for all of us in education to learn from this. Out of Africa, a model for others. ■

Linda Chisholm is the president of the Association of Episcopal Colleges, 815 Second Avenue, New York, NY 10017-4594. Louis S. Albert is a vice president of the American Association for Higher Education. Both are members of the Board of Trustees of Cuttington-In-Exile.

To Help

To make a tax-deductible gift toward the rebuilding of Cuttington, send a check payable to "The Association of Episcopal Colleges," with "For Cuttington Reconstruction" in the memo line, to:

Cuttington Reconstruction Fund
The Association of Episcopal Colleges
815 Second Avenue
New York, NY 10017-4594

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AAHE NEWS

Staff phone extensions in parentheses.

Light

Mentkowski

Vaill

Cross

AAHE Assessment Forum

The Conference Approaches

The **11th AAHE Conference on Assessment & Quality,** *June 9-12, 1996*, in Washington, DC, focuses on "What Works? Learning From Success (and Avoiding Pitfalls)." The conference will offer you:

- ▶ A wealth of opportunities for active learning, including: 90+ concurrent sessions, 32 workshops, 15 major featured presentations, 35 program briefings, 60+ poster sessions, exhibits, Wednesday Morning Specials, book discussions, a Consulting Breakfast, and more.
- ▶ Leading luminaries such as **Arthur Levine** (keynoter), **Laura Rendón, Dan Seymour, Marcia Mentkowski, Peter Vaill, Claire Ellen Weinstein, Richard Light, K. Patricia Cross, Grant Wiggins, Trudy Banta, Vincent Tinto, Pat Hutchings, Peter Ewell, Craig Nelson,** and more.
- ▶ Three bonus pre- and postconference activities: a two-day *Symposium on Performance Indicators*; a one-day *Colloquium on Classroom Assessment & Classroom Research*; and the *Campus Quality Coordinators Network (CoordNet) 2nd Annual Gathering.*
- ▶ Up-to-date information and expert advice on what works and what doesn't in assessment and CQI — for whom, when, where, how, and why.
- ▶ Hundreds of "real world" examples of best practice — from a wide range of disciplines and institution types, presented by the people who made them work.
- ▶ Insights, inspiration, and "cutting edge" thinking from intellectual leaders in assessment, quality, and higher education.
- ▶ Useful resources — handouts, books, instruments, and videos.
- ▶ 1,500 colleagues to meet and learn with/from.

Mark your calendar and make plans to attend the largest, most comprehensive, and longest-running conference on assessment and quality. Early bird deadline, *May 10* — save $30! Regular/team deadline, *May 24*. All AAHE members were mailed a conference preview in April. If you didn't receive yours, or for more information, contact Liz Lloyd Reitz (x21), project assistant; elloyd@aahe.org.

AAHE Asian and Pacific Caucus

Asian Pacific Institute

San Jose State University, in collaboration with AAHE and the American Council on Education, is hosting an Administrative Development Institute for Asian Pacific Americans, "Pathways to Academic Affairs Administration," *June 20-23, 1996*, at the San Jose (CA) Hilton and Towers.

The Institute will address issues related to the "pipeline" necessary to prepare Asian Pacific American faculty and department heads to enter academic affairs administration. The three-day format will incorporate presentations by CEOs, sessions related to cultural values and career development, panel discussions that include personal and professional experiences of Asian Pacific American administrators, introduction to concepts of higher education, networking and mentoring, and the development of personal plans by each participant to seek a career in academic affairs administration. The fee for the institute is $250.

For registration and hotel information, contact: ADI/APA Conference, c/o Michael M. Ego, College of Applied Sciences and Arts, San Jose State University, One Washington Square, San Jose, CA 95192-0049; ph 408/924-2908, fax 408/924-2901; mmego@sjsuvm1.sjsu.edu.

Forum on Faculty Roles & Rewards

New Working Paper Series

At last month's AAHE National Conference, the New Pathways Project launched a Working Paper Series, comprising fourteen papers to be issued over the next year on the topics of campuses without tenure, academe's dual labor market, uncoupling academic freedom and academic tenure, senior faculty career transitions, and post-tenure review, among others.

- Homepage: http://www.ido.gmu.edu/aahe/welcome.html
- Fax/Access: call 510/271-8164
- Listserv addresses/instructions: call Fax/Access, choose free Item 12

Authors include **Kent Chabator, James Honan, Gene Rice, Judith Gappa, Richard Chait, Ann Ferren, Christine Licata, David Breneman,** and **Peter Byrne.** The first two papers, "Making a Place for the New American Scholar" (Rice) and "Tenure Snapshot" **(Cathy A. Trower)** are now available.

Sold singly, each paper is $8.50 (AAHE members) or $10 (nonmembers), plus $4 UPS shipping. Order all fourteen as a package and save more than $50! For more information, or to place an order, contact Rhonda Starks (x11), publications clerk.

Forum on Faculty Roles & Rewards

Advisory Group Meeting

AAHE's Forum on Faculty Roles & Rewards has recently formed an advisory group to guide the Forum as it begins the second phase of its work. The advisory group includes **David Scott** (chair), chancellor, University of Massachusetts; **Carol Cartwright,** president, Kent State University; **Charles Glassick,** interim president, Carnegie Foundation for the Advancement of Teaching; **Kay Moore,** professor and chairperson, Michigan State University; **Walter Massey,** president, Morehouse College; **Stephen Portch,** chancellor, University System of Georgia; **David Ward,** chancellor, University of Wisconsin-Madison; and **Mary Walshok,** associate vice chancellor, University of California-San Diego.

During its most recent meeting, the group reviewed attendee evaluations from the Forum's January 1996 conference, discussed the changing context for the Forum's work, and most important considered new directions for the Forum and its next conference, in San Diego, *January 16-19, 1997.*

Continued on page 22

AAHE Assessment Forum

New Director, New Directions Sought

— by Russell Edgerton, AAHE president

Since 1987, five talented individuals with faculty and administrative experience — Patricia Hutchings, Renee Betz, Barbara Wright, Karl Schilling, and Tom Angelo — have directed AAHE's Assessment Forum and then returned to campus or moved on to other pursuits. This staffing model has worked superbly, and we are now announcing a search for a successor to Forum director Tom Angelo, who plans to move on this summer. We would hope that the new director could begin in September 1996 and direct the Forum for at least two years.

The national conversation about assessment is — and should be — a dynamic one. We believe that over the next few years our ongoing work on assessment needs to be *reconnected* to a newly invigorated conversation about the academic standards that campuses should live by. Standards are embedded in such things as admissions requirements, degree requirements, course syllabi, and grading policies, and we see the need for thoughtful campus conversation about all of these. Reflecting this direction, we propose to retitle this position:

Director,
AAHE Forum on Academic Standards and Assessment

Responsibilities

The director (with the help of a full-time project assistant) is responsible for:

- planning and conducting an annual, four-day national conference each June that draws 1,200-1,500 attendees;
- consulting, speaking, and serving as a general source of information and referral about assessment; and
- designing and shaping projects (studies, action projects, publications, etc.) that advance wise policy and practice.

Qualifications

Our ideal candidate is an individual who has:

- the intellectual depth to guide and shape the substantive work of the Forum (an understanding of fundamental issues about the curriculum and learning is more important than technical expertise in issues of assessment);
- the organizational ability to put on a large, complex national conference; and
- the personality and skills to work well with colleagues and to represent AAHE and the Forum to campuses around the country.

If the future is like the past, such a candidate is likely to be a respected faculty person who has chaired a department or administered a complex project, who has had some exposure or connection to campus-based curricular design and assessment work, and who is now interested in taking on a national project.

Application

AAHE is open to creative employment arrangements, including sabbatical leaves and even shared appointments. Salary is negotiable. Interested candidates should submit a brief letter of interest and a resume by *May 15, 1996,* to Nancy Whitcomb (x25), director of administration, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110. ■

AAHE Black Caucus

Caribbean Cruise!

Don't be left on dry land this summer! The **AAHE Black Caucus** is sponsoring a seven-night cruise, *August 3-10, 1996*, aboard the Carnival ship *Fabulous Fascination*. The cruise of the South Caribbean will depart from San Juan, PR, and visit St. Thomas, Guadeloupe, Grenada, Caracas, and Aruba. The cost is $1,425. Special rates are available for departures from cities other than Chicago via Continental Airlines through Fleetwood Travel.

For your convenience, cruise coordinators **Melvin C. Terrell,** vice president for student affairs, and **Murrell Duster,** dean of academic development, of Northeastern Illinois University, have developed a payment schedule consisting of three installments of $475 each per person due *April 30, May 17,* and *June 4.*

For more information, contact the cruise coordinators or Fleetwood Travel & Cruise Center, 604 West Burlington, LaGrange, IL 60525; ph 708/352-8000 or toll-free 800/441-0704 (outside IL).

The Teaching Initiative

Cases Conference

The AAHE Teaching Initiative is cosponsoring, with Pace University's Center for Cases Studies in Higher Education, a fourth annual working conference on cases. The event, "Using Cases for Reflective Teaching and Learning," will be held *July 27-30, 1996*, on the campus of the University of British Columbia in Vancouver.

This year's conference will feature workshops and small-group sessions offering "hands-on" experience in setting up and facilitating case discussions, and in writing cases. Participants will explore alternative models and methods, have a chance to practice and receive feedback, and talk about how cases can work best on their campuses and in their programs.

Campus teams are especially encouraged to attend, since a primary aim of cases — and this conference — is to foster conversation and community around teaching.

For registration information, call organizers **Bill Welty** at 914/773-3873 or **Rita Silverman** at 914/773-3879.

AAHE's Quality Initiatives

Summer Academy

As the new century approaches, most institutions will need to develop new structures, environments, and cultures for learning. Focusing on *learning* is key to change in higher education: student learning as a core process of all institutions; faculty and staff learning as essential for effectiveness in new environments; and administrator learning as key to leading change efforts.

To help campuses make the changes needed, AAHE's Quality Initiatives has created a *new* **Summer Quality Academy: Organizing for Learning,** to be held in Breckenridge, CO, *July 27-31.*

The Academy will provide an environment rich in ideas, examples, and conversation within which motivated academic leaders can create a new vision of learning for themselves, their colleagues, and their students and create beginning strategies for implementing that vision. A blend of dialogue, reflection, collaboration, institutional and cross-institutional teamwork, strategic conversations, and action planning will be supported by a program that offers the best knowledge about learning and strategies for managing change in higher education.

Teams are encouraged from institutions (or colleges, schools, or major academic programs) committed to becoming organized for learning. *Institutional teams* might include a provost, a couple of deans, and a few faculty. *College, school, or program teams* might include a dean, a few department heads, and a few faculty. Teams are welcome from two- and four-year institutions, public and private.

Costs. $550 per person; includes all materials and programming, plus three breakfasts, four lunches, two dinners, and two receptions. The hotel room rate is $92 per night single/double; studio $99 per night single/double.

Application. *Enrollment in the Academy will be limited to 30 teams.* To be sent Summer Quality Academy application materials, or for information about AAHE's Quality Initiatives, contact Kendra Martin (x20), project assistant; kmartin@aahe.org. For specific questions about the program, contact Steve Brigham (x40), director, AAHE CQI Project; sbrigham@cni.org.

The Education Trust

New Associate

In February, **Patte Barth** joined AAHE's Education Trust as senior associate. Barth will help develop a broader publications and communications strategy for the Trust that both will enlist more people in its effort to bring about K-16 reform and will help them in their own local efforts to devise and carry out comprehensive reform strategies.

Before coming to the Education Trust, Barth was director of policy analysis for the Council for Basic Education, where she was in charge of standards-related projects on the national, state, and local levels. She has assisted urban districts, including Chicago, Milwaukee, and Los Angeles, to establish high academic standards for all K-12 students in their schools through community-wide consensus.

Barth has written extensively about education reform. In addition to numerous articles and papers, she is the coauthor, with the Trust's **Ruth Mitchell,** of *Smart Start: Elementary Education for the 21st Century* (North American Press, 1992).

Continued on page 24

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) plus news of note . . . do keep sending me items . . . email is tmarches@aahe.org.

PEOPLE: Macalester scores a coup by luring Williams scholar-dean **Michael McPherson** to its presidency, August 1st . . . we've all appreciated Mike's thoughtful pieces in *Change* over the years on the economics of higher education. . . . **Antonio Flores** leaves his Michigan state government post, for presidency of the Hispanic Association of Colleges and Universities, in San Antonio. . . . U.S. Department of Ed's new community college liaison is **Jacqueline Woods**, vice chancellor for external affairs at City Colleges of Chicago. . . . On a sadder note, **Audrey Cohen** — we featured her "purpose centered" instruction two columns ago — passed away March 10th in New York City of cancer.

Henderson

Pacheco

WINNERS: Tip of the hat to Missouri-Rolla chancellor **John Park,** as his campus nabs a statewide "Baby Baldrige," the Missouri Quality Award . . . to Winona State president **Darrell Krueger** for his institution's award of a different sort: a "pilot designation" by the state that removes regulatory mazes in return for public reporting of progress on stipulated quality indicators . . . and to Teachers College prexy **Art Levine,** on his institution's rise to tied-for-first in the recent *U.S. News* ranking of Ed schools.

'HUSKERS: Over the past five years, the University of Nebraska at Lincoln has made greater strides on behalf of undergraduate improvement than virtually any comparable land-grant . . . there's a new, more-focused gen-ed program, freshman learning communities, a big boost in honors work, undergraduate research, supplemental instruction, an Academy of Distinguished Teachers, a peer review of teaching project, heightened uses of technology, work with the schools, and on and on. . . . Credit many people, not least senior VCAA **Joan Leitzel.** . . . Joan, not incidentally, is AAHE's incoming Board chair-elect, and just named to the presidency of the University of New Hampshire.

MORE PEOPLE: Congratulations to ECS president **Frank Newman** on his coconvening of the recent Education Summit, by all inside reports a most valuable event . . . I say "inside" in case you didn't see or hear much about the summit in your local media, which remain baffled by how to cover anything constructive that might be happening in education. . . . April brings the debut of *About Campus*, ACPA's new magazine devoted to "enriching the student learning experience" . . . it's the brainchild of Missouri student-affairs chief **Charles Schroeder,** who now coedits . . . Jossey-Bass is the publisher. . . . Couldn't happen to a finer fellow: the Partnership for Service-Learning elects my AAHE colleague **Lou Albert** as its board chair. . . . Those of you taken by themes in this *Bulletin* might want to dig deeper in a new sourcebook of "best practices" for health care administration programs, put together by Portland State's **Sherril Gelmon,** . . . *Assessment in a Quality Improvement Framework* (call 703/524-5500 x110 to order).

COPYRIGHT: Confused (like me) about "fair use" of print and electronic resources? Last December's *Bulletin* on distance education promised 1996 publication of *Fair Use of Copyrighted Works*, by the Consortium for Educational Technology for University Systems (CETUS), made up of California State, SUNY, and CUNY . . . that 34-page pamphlet is now available. . . . To order, contact Bonnie F. Dunn, CSU Chancellor's Office, PO Box 3842, Seal Beach, CA 90740-3842, or via http://www.cetus.org.

SMALL COLLEGES: It's hard to believe, but as recently as the 1950s most of this country's small, private (often denominational) colleges were not accredited . . . it's a good lesson in self-help to recall how believers in these colleges organized a Council for the Advancement of Small Colleges to coach them toward accreditation, which eventually most all of them got. . . . This year CASC, since 1981 renamed the Council of Independent Colleges, celebrates its 40th anniversary, counts 400 campus members. . . . Wilberforce president **John Henderson** chairs the CIC board, **Allen Splete** serves as president.

OOPS: In March, in the haste of production, "Bulletin Board" announced the election of University of Arizona president **Manuel Pacheco** *(pictured above)* as ACE secretary . . . but mistakenly offered instead the photo of **Arturo Pacheco,** dean of the College of Education at the University of Texas at El Paso.

NEXT UP: The AAHE Board meets here in Washington, April 25-26 . . . besides the usual topics, I'm sure many minds will turn to *Hopwood v. Texas*, that Fifth Circuit blow to affirmative action. . . . April also is AAHE Board elections month, so watch your mail for your ballot and do vote (1,977 of us did last year) by *May 20*. . . . Be back in May. ■

The Education Trust

Mark the Dates!

The seventh **National Conference on School/College Collaboration** will take place *November 20-24, 1996*, at the Grand Hyatt Hotel in Washington, DC. This issue of the *Bulletin* includes the conference call for proposals. Your proposals, questions, and suggestions are welcome for session ideas, plenary speakers, and workshops. The proposal deadline is *June 30, 1996*.

Watch your mailbox this fall for registration materials, and plan to bring a K-16 team to join in lively discussions and stimulating sessions.

For more information about the conference or AAHE's Education Trust, contact Wanda Robinson (x15), manager for meetings and publications; wrobinsn@aahe.org.

AAHE Technology Projects

TLTR Summer Institute

Plan to attend the second annual **Teaching, Learning & Technology Roundtable (TLTR) Summer Institute,** coming *July 12-16, 1996*, to the Scottsdale Princess Resort, in Phoenix-Scottsdale, AZ.

Teams from institutions where local TLT Roundtables have already begun work will have opportunities to collaborate on tasks of common interest and concern. Individuals representing institutions still deciding about TLT Roundtables, and individuals concerned with increased educational uses of information technology, are also welcome.

For more information about the TLTR program or its Summer Institute, contact Ellen Shortill (x38), program coordinator, or send email to TLTRINFO@aahe.org. Information also is posted on AAHE's Web homepage, click on "Technology Projects."

AAHE Technology Projects

Listserv Tops 4,000

AAHE's Technology Listserv just topped 4,000 subscribers. Highly moderated by Steven Gilbert, director of AAHE's Technology Projects, the listserv provides online discussion of matters such as distance education, collaborative work, copyright, and more. Get involved! To subscribe, send the email message: subscribe aahesgit yourfirstname yourlastname to listproc@list.cren.net. ◻

Important Dates

TLTR Regional Workshops.

- DC Metropolitan. George Mason University. Fairfax, VA. *May 3-4*.
- California State University-Fresno. Fresno, CA. *May 13-14*.
- Kent State University. Kent, OH. *May 20-21*.
- Massachusetts Faculty Development Group and Bridgewater State College (cosponsors). Bridgewater, MA. *May 30-June 1*.

1996 AAHE Conference on Assessment & Quality. Washington, DC. *June 9-12*.

- Early bird deadline. Save $30. *May 10*.
- Mail registration and team deadlines. *May 24*.

2nd Annual TLTR Summer Institute. "Education, Technology, and the Human Spirit." Phoenix-Scottsdale, AZ. *July 12-16*.

Cases Conference. "Using Cases for Reflective Teaching and Learning." University of British Columbia. Vancouver, BC. *July 27-30*.

Summer Quality Academy: Organizing for Learning. Breckenridge, CO. *July 27-31*.

AAHE Black Caucus South Caribbean Cruise. *August 3-10*.

1996 National Conference on School/College Collaboration. Washington, DC. *November 20-24*.

- Proposal deadline. *June 30*.

American Association for Higher Education

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, Attn: Memberships, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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AAHE Bulletin

May/1996 Volume 48/Number 9

How "Motor Voter" Can Promote Civic Engagement

The National Campus Voter Registration Project

AN INTERVIEW WITH DAVID WARREN

An Agenda for Involving Faculty in Service

BY DEBORAH HIRSCH

It Was Time To Act!

A Partnership Success Story — Southern University at New Orleans

AAHE NEWS

NEW BOOK: "MAKING TEACHING COMMUNITY PROPERTY"

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

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In this issue:

Since publication of Robert Putnam's provocative article "Bowling Alone: America's Declining Social Capital," Americans' seeming disengagement from civic life has become a topic of general discussion and worry. As a society, Putnam argued, we are participating less and less in activities like bowling leagues and town bands, and the correlate is declining voter participation rates, lower levels of trust in society's institutions, increasing levels of cynicism. . . .

"Slow disintegration of what has held the country together," laments David Warren, the subject of this month's interview, beginning on the next page. "What Putnam was saying is that we have lost those associations that bring us together, that provide us a chance to discuss the issues, to generate trust, to create social connections." Warren proposes that "since participation in the PTA and unions and church socials has declined, we have to find new forums." And a *campus* can be just such a forum, through which students, employees, and community neighbors get to know one another, discuss the issues, and exercise their civic responsibility by voting. Such a forum can be a model for students to take with them upon graduation, to duplicate elsewhere.

If you missed Putnam's original article in the January 1995 *Journal of Democracy*, . . . and you can't wait for his forthcoming book expanding on that discussion . . . check out next month's *Bulletin* for an excerpt from his March 18th plenary session at AAHE's 1996 National Conference on Higher Education in Chicago. —BP

3 **"Motor Voter": How the New Law Can Help Colleges Promote Civic Engagement**/an invitation to join the National Campus Voter Registration Project
an interview with David L. Warren

7 **An Agenda for Involving Faculty in Service**/ideas from the New England Resource Center for Higher Education in support of professional outreach and service-learning
by Deborah Hirsch

10 **It Was Time to Act, and Southern University Did: New Orleans Partnership Prepares Young Professionals to Meet Urban Needs**/a success story
by Deborah B. Smith

Departments

13 **AAHE News**/a new book on peer collaboration and peer review, conference updates, Asian and Pacific administrator institute . . . and more!

15 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
May 1996/Volume 48/Number 9

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Managing Editor: Bry Pollack
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The National Campus Voter Registration Project.

"MOTOR VOTER"

How the New Law Can Help Colleges Promote Civic Engagement

an interview with David L. Warren

With the passage of the National Voter Registration Act in 1993, which made registering to vote easier, colleges and universities gained a new opportunity to "provide a platform for our campus communities to come together in common discourse, to promote the vital responsibility of citizenship for students and employees alike, and to once again make our colleges and universities a setting in which the important issues of campus and nation are discussed and acted upon." . . . So declares the recently launched National Campus Voter Registration Project.

Endorsed this February by the Washington Higher Education Secretariat (thirty-eight Washington, DC-based associations, including AAHE, representing all segments of the higher education community), the Project encourages colleges and universities to take advantage of this "Motor Voter" law by organizing voter registration and education campaigns.

David Warren, president of the National Association of Independent Colleges and Universities, helped organize the Project with cochair James Appleberry, president of the American Association of State Colleges and Universities (which are both Secretariat members). Warren's own interest goes back to a voter registration drive he ran ("with a fellow named Bill Clinton") for a 1970 senatorial campaign, to his years as a student, faculty member, and administrator at Yale University, and as an elected member of the New Haven Board of Aldermen. "I had conversations with thousands of New Haven and Connecticut citizens, and I learned how important it is to listen to their expressions of hope and concern. It seemed to me, even then, that we needed a conversation on our campus that linked 'town and gown.' Since then I've tried to figure out how this most fundamental responsibility of American citizenship can be supported on campus, and reflected in the curriculum and cocurriculum." For him, Warren reports, "the 'Motor Voter' law provided the necessary catalyst for campus involvement."

Warren

AAHE vice president Lou Albert talked with Warren last month.— Eds.

ALBERT: David, it's been twenty-five years since American 18-year-olds won the right to vote. How many exercise that right?

WARREN: Unhappily, they haven't voted in great numbers; indeed, we've seen a steady erosion in their participation over the years. In 1972, 49 percent of the 18-to-24-year-olds eligible to vote in that presidential election did so, compared with 55 percent of the electorate overall. In the 1994 Congressional elections, however, only 20 percent of America's registered young people voted . . . less than half the 1972 number.

Although voter participation has declined for all age groups in that period, the decrease is sharpest among young people. There's little doubt that we are witnessing a disengagement from the voting process by 18-to-24-year-olds.

ALBERT: Any idea what's behind that phenomenon?

WARREN: I think the 18-year-old voter in 1972 cared deeply about two issues: the new right to vote and Vietnam. That brought them to the polls in relatively high numbers. But in the last twenty-five years we haven't seen issues, with few exceptions, that served to bring young people into the political process . . . until last year, that is. I'm referring now to the issue of federal student financial aid. My guess is that even without this national voter registration drive, we would see an increased 18-to-24-year-old voter turnout in 1996 because there's a clear self-interest there, an issue of educational, financial, and career concern to students.

ALBERT: What are the purposes of the National Campus Voter Registration Project?

WARREN: The Project has three general purposes. First, we want to reaffirm to our young people that voting is an *individual's* fundamental act of citizenship. At the heart of democracy rests the individual's right and responsibility to vote. The second purpose is to contribute to the historical *institutional* mission of all of our colleges and universities, that of preparing our graduates for leadership, service, and citizenship.

Thirdly, we see the Project as an opportunity to re-create a *community conversation* at our colleges and universities, one that brings the entire campus together to discuss the issues, register to vote, and exercise that right and responsibility at the polls — not just students, but also faculty and staff. So, there's a community element designed to bring us together.

ALBERT: Do you see the "conversation" you want involving members of the surrounding local community?

WARREN: I certainly do. We want campuses to create forums, town meeting environments that invite people from the local community to participate. Of course, we'll have to pay close attention to "town and gown" issues as we proceed, but what local elected official would be opposed to urging eligible residents to exercise their franchise?

What Is "Motor Voter"?

The National Voter Registration Act was signed into law by President Clinton on May 20, 1993. It took effect in most states January 1, 1995, with some states granted extensions or delayed implementation until 1996.

Among its provisions, the "Motor Voter" law requires states to:

- ▶ Offer voter registration when people apply for a driver's license (or renew, or change their address) or for public assistance.
- ▶ Make voter registration available by mail, without requirements for a witness or notary.
- ▶ Accept a new registration form developed by the Federal Elections Commission if they themselves do not offer same-day registration.
- ▶ Offer voter registration at military recruitment offices.
- ▶ Notify new applicants if they were registered, rejected, or their application needs additional information.
- ▶ Not purge people who do not vote from the registration lists.

The law also allows states to designate schools as voter registration sites. To date, two states (Iowa and New York) require their state colleges and universities to distribute voter registration forms; New York's attorney general has interpreted the law to include distributing forms at SUNY and CUNY campuses, collecting the completed forms, and sending them to the local election offices.

"MOTOR VOTER"

ALBERT: The National Campus Voter Registration Project, I know, takes its cue from voter registration changes specified by the 1993 National Voter Registration Act.

WARREN: Adopted in May 1993 and effective on January 1, 1995, this "Motor Voter law" makes it easier for people to register to vote by requiring (through the states) public agencies such as local motor vehicle bureaus and welfare offices to provide voter registration forms, and to collect and send the forms to local election offices. It also allows voter registration by mail.

Further, a section of the act called for the creation of a *federal* voter registration form, currently accepted in forty-seven states (the exceptions, for various reasons, are North Dakota, New Hampshire, and Wyoming). This federal form provides a unique opportunity for voter registration drives on college campuses, because it allows students to register at either their home address or at their school address.

If campuses take advantage of the act, students could register to vote when they register for class . . . employees could receive the voter registration form with their paychecks or at faculty meetings.

ALBERT: The law has been in effect for more than a year. Have we seen any results?

WARREN: Since "Motor Voter" was implemented, more than 6 million people have been added to the voter registration rolls. Forty (40) percent of the new registrants are 18-to-24-year-olds.

But that's just scratching the surface. We have 14.3 million students in our colleges and universities, and almost 2 million employees.

ALBERT: Do you have data on what percentage of students and university staff are already registered?

WARREN: Yes. Fewer than half

"College presidents should take an active leadership role in creating a nonpartisan forum on campus, one that uses a 'League of Women Voters' approach to bringing the candidates and the issues forward for community debate among students, campus employees, and townspeople."

"Almost every college catalog contains a mission statement with language that says, 'We prepare our graduates for leadership, for service, and for citizenship.' The Project gives campuses an important opportunity to practice what we preach."

of all college students are registered, as are about two-thirds of all campus employees. The lower student numbers reflect the general decline from 1972 I spoke about earlier.

ALBERT: Commuter students obviously will register in their home voting district. What about students who live away from home?

WARREN: The individual student/registrant makes that designation. For example, when I still had a residence in the state of Washington but was going to school in New Haven, I had to make a decision about where I would vote. You can only register in one place, and by definition, you declare residency when you register.

STIMULATING A CAMPUS CONVERSATION

ALBERT: David, how do you see this playing out? Do you think many students will choose to participate as voters where they go to school?

WARREN: I think the answer will have a great deal to do with the way in which the common conversation, the community forum, unfolds. If students are engaged, if they are taken seriously, if the issues seem real to them, my guess is that they are likely to vote in the town where they go to school. If, on the other hand, it's a kind of haphazard, dispersed, unfocused registration process, with little opportunity for community participation, then the students will more likely register to vote back home . . . or not register at all.

ALBERT: Couldn't campus voter registration drives create logistical problems for local voter registration offices? In many small communities, the local college or university is the largest "industry" in town . . . and in those same communities, the board of election supervisors is often a one-person office.

WARREN: One of the cardinal rules of voter registration is to work cooperatively with the local registrar. A well-organized voter registration campaign can be a great asset to a registrar; but without effective communication and coordination, you're right, Lou, it could be overwhelming. But it also could be a mutually beneficial opportunity for a student intern to work in the registrar's office and provide valuable help.

ALBERT: David, let me shift to the issue of campus leadership. What role should college presidents play in getting things under way?

WARREN: Presidents can do three things: First, they need to speak out and ask all of their students and all of their employees to register. Secondly, they need to be sure that their institution's infrastructure will support the process . . . the registrar of students, the director of financial aid, the vice president of finance. Thirdly, they should take an active leadership role in creating a nonpartisan forum on campus, one that uses a "League of Women Voters" approach to bringing the candidates and the issues forward for community debate among students, campus employees, and townspeople.

ALBERT: Such a project provides opportunity for faculty leadership, too.

WARREN: You're right about that, it's a spectacular opportunity for faculty. The Project is already working with the AAUP to encourage faculty to implement voter registration campaigns on their campuses. And once a campaign is under way, faculty can provide further encouragement and support through their courses. Independent of course content, the fundamental questions associated with citizenship rights and obligations can and should become part of classroom discussion and debate.

ALBERT: I have a sense that voter registration and education might be an important part of the teaching and learning process, even in those years when there's not an election.

WARREN: I share that instinct, Lou. Almost every college catalog contains a mission statement with language that says, "We prepare our graduates for leadership, for service, and for citizenship." The Project gives campuses an important opportunity to practice what we preach. Each discipline has something to say about citizenship rights and responsibilities. And particularly in service-learning courses, where academic study is combined with community service, students have special opportunities to develop their sense of citizenship and social responsibility while working on real problems in community settings.

ALBERT: So presidential and faculty leadership is key . . . what else should campuses do to organize their voter registration campaigns?

WARREN: The Project is suggesting that campuses, right from the start, form a steering committee of students, faculty, administrators, and staff to give the effort shape and direction. Representatives from the local community might also serve on that committee.

The committee should play a visible role in convening a community conversation that in most places is missing. It should publicly state: "We want to have a registration drive . . . We want to make it an educational event . . . We want to organize voter forums . . . We want to connect the drive to our community service efforts . . . We want it to involve every member of our community!"

> **"In service-learning courses, where academic study is combined with community service, students have special opportunities to develop their sense of citizenship and social responsibility while working on real problems in community settings."**

NEXT STEPS

ALBERT: David, what resources are available to assist campuses in such an effort?

WARREN: My organization, the National Association of Independent Colleges and Universities (NAICU), is publishing a handbook, called *Your Voice — Your Vote: The National Campus Voter Registration Project Organizing Handbook*. It will be available this spring from NAICU and various other members of the Washington Higher Education Secretariat.

ALBERT: Any suggestions about where campuses can find funding for a campus voter registration drive?

WARREN: In most instances, the costs will be quite modest. Campus leaders might consider approaching their campus vendors or local corporations to ask for support for such expenses as printing handbills or a brochure that talks about the Motor Voter law, or local pizza companies to provide refreshments at voter registration tables. The *Handbook* has several suggestions in this area. I predict that most companies will be quite positive about being associated with the message, "Registering and voting is a fundamental right and obligation of every American citizen, and we encourage you to do it."

ALBERT: David, one last question: The concept behind this campus voter registration drive is that our college and university communities should become settings for discussion of the issues that will shape not only our campuses but also our nation in the years to come. Such a discussion will require an unusual level of openness and engagement. How will you encourage that?

WARREN: Every member of our community must be invited to participate. We'll have to be inclusive . . . and scrupulous in maintaining the nonpartisan nature of this effort. That's why I'm so supportive of using the "League of Women Voters" approach to developing campus projects. It's a model that has long been respected for balance, openness, and political evenhandedness. The key is to be sure that forums are open to all, and that every participant has an equal chance to say what's on his or her mind.

In a successful, nonpartisan forum, new information will be shared, healthy debate will occur, and the individual voter will then go exercise his/her franchise . . . as the Project *Handbook* says: It's your vote, it's your voice! ■

Note

For a copy of *Your Vote — Your Voice*, contact NAICU Publications, 1025 Connecticut Avenue NW, Suite 700, Washington, DC 20036-5405. The handbook costs $2, plus postage; discounts are available on larger quantities. Contact Jeff Hume-Pratuch for more information at 202/785-8866 or jeff@naicu.edu.

AN AGENDA FOR

INVOLVING FACULTY

IN SERVICE

Leaders in the movement to create a more engaged academy through professional service and service-learning have brainstormed next steps, convened by the New England Resource Center for Higher Education.

by Deborah Hirsch

Martin Fletcher, a college sophomore, is teaching science at an inner-city high school as part of one of his biology courses. Dr. Susan Banker, a faculty member in the management department, is helping a community organization develop a strategic plan. How are these two activities related? How do they fit with the university's mission?

The two activities — *service-learning* in the first example, *faculty professional service* in the second — are two ways that a college or university might address public needs and the common good. Both raise issues — standards of excellence, methods of documentation and evaluation, incentives and rewards — that campuses must resolve before they can institutionalize approaches to community outreach. To help with that, the New England Resource Center for Higher Education (NERCHE) has convened various groups of scholars and leaders at the forefront of the movement to create a more engaged academy.

Difficulties of Context

Service-learning and professional service share a common problem of nomenclature. The term "service" presents difficulties because of the various meanings associated with it. There is a distinction to be made between activities that fall under the rubric of good citizenship — philanthropic work, volunteering, committee work on campus and in one's discipline — and those that draw upon the special expertise of a college or university — courses that use service to enhance and deepen theoretical frameworks, or action research that yields practice-based knowledge. The University of Minnesota's Harry Boyte has suggested an operative term that might work better; rather than "service," he talks about "public work" as the way faculty and/or students link their work with others.

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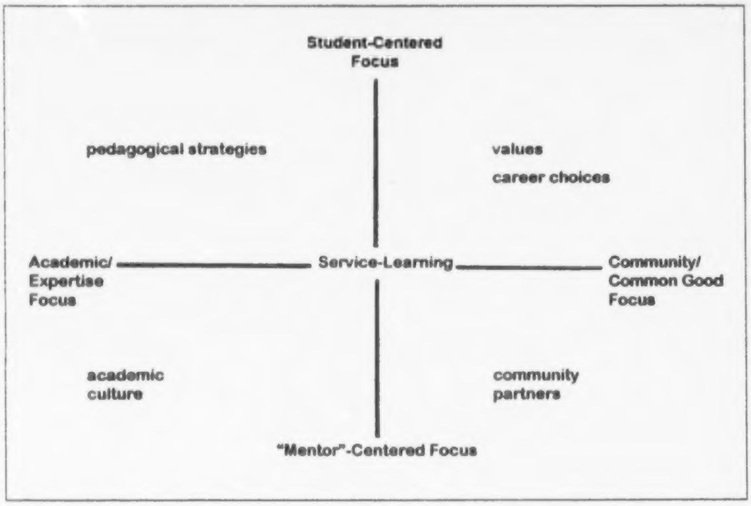
The difficulty of defining terms is compounded by institutional issues of recognition and reward. Many faculty have little experience in documenting their work in applied settings, especially when that work is "of service" to others. The lack of procedures for describing service in a way that connects it to a faculty member's teaching and research, or to the college or university mission, makes the process of evaluating such activity difficult, as well. Not surprisingly, the current system of promotion and tenure is not set up to recognize and reward service-based scholarship. The "solution" in many cases seems to be to leave it out, or to append a list of agencies or organizations with which the faculty member has worked; this at least avoids the trap of trying to evaluate professional service with criteria developed for evaluating research and/or teaching.

Change Is in the Air

Today, a number of individual faculty, certain departments, and some colleges are trying to change this. Timing is everything, and seems in their favor: The climate of receptivity for change in higher education is at an unprecedented level because of forces both external and internal to the campus.

Outside of academe, public dissatisfaction with the irrelevance of the "ivory tower," coupled with the mounting problems in neighboring communities and society at large, calls for faculty and students to focus on socially useful subjects and actions. Institutions of higher education represent vastly untapped intellectual resources for solving these problems. And within the academy, Ernest Boyer's *Scholarship Reconsidered* has become the most widely read and discussed publication on today's campuses. Boyer challenged the academy to discard the old model that separates research, teaching, and service for a more seamless view of faculty work and of the scholarship that cuts across that triad. The result will be an engaged campus that involves both students and faculty in community outreach as part of institutional mission. An academic culture that links theory with practice, where service or outreach enhances and supports research and teaching, will be an engaged and vital one.

For those faculty interested in trying to get involved in service-learning and their own professionally based service, issues of campus politics and institutional policy quickly come to the forefront. Unfortunately, proponents have tended to approach these issues of institutionalizing service with little sophistication or experience. Edward Zlotkowski, director of the Bentley College Service-Learning Project, suggests a matrix (**see box**) for service-learning activity on campus that also can characterize the professional-service activity.



He observes that thus far much of the conversation about service has been dominated by the right side of the matrix. The upper-left quadrant, *pedagogy*, gets some attention from those advocating collaborative learning, action research, and undergraduate research. However, the lower-left quadrant, *academic culture*, has thus far been a blind spot for those involved in service-learning, because typically they've existed outside of the culture. Not surprisingly, faculty or students who are busy at work in the community may not have the time, interest, or ability to work on the institutional issues that fall within the academic culture arena. But if the academy is to become more receptive to thinking of service as a worthwhile activity for both students and faculty, then much more attention must be paid to academic culture. Efforts must be made to connect the work of faculty and students in the community to the internal change process of the academy.

Clearly any approach that deals with changing the academic culture must be tailored to meet campus cultures, missions, and types. However, there are strategies that can be employed across many institutional types. One of these is to view the campus from all levels — institutional, departmental, and disciplinary — and find entry points for service at each of them. Another strategy is to observe how change has occurred in other areas, such as collaborative learning, learning communities, and interdisciplinary studies, and then use the levers for change that have worked for those innovations.

Change levers exist at all levels of the institution. One of the best starts with commitment and encouragement from the top. Presidents and top academic administrators must ground their institutional missions in realistic policies for student admissions and faculty hiring; in faculty incentives such as released time or special appointments; in rewards such as student financial aid and scholarships, and special recognition awards for faculty and students; and finally through promotion and tenure guidelines that incorporate service as a legitimate arena for faculty scholarly work.

Advocates of service must be able to translate service-related activities into categories of activity that faculty are familiar and comfortable with. Faculty lives are already too busy and frayed to accommodate an additional load; the challenge is to weave service into the fabric of how faculty organize their work.

Once faculty experience it,

whether through service-learning or professional service, they quickly find that the service yields intrinsic benefits. These include reenergized teaching and research, enthusiastic student learners, deeper understanding of the course or discipline, and a means to integrate citizen, parent, teacher, and researcher roles.

All this will best be done if those advocating professional service join forces with those who have a service-learning agenda. Besides the pragmatic motivation to work together in order to avoid duplication of effort, burnout, and risk of marginalization, there are other good reasons to do so.

Joining Forces

Ultimately, the aim of service proponents must be to relate it, whether in curricula or through field projects, to what drives the university: teaching and learning, research, and the dissemination of knowledge. This means that advocates of service must be able to translate service-related activities into categories of activity that faculty are familiar and comfortable with. Faculty lives are already too busy and frayed to accommodate an additional load; the challenge is to weave service into the fabric of how faculty organize their work.

All this will best be done if those advocating professional service join forces with those who have a service-learning agenda. Besides the pragmatic motivation to work together in order to avoid duplication of effort, burnout, and risk of marginalization, there are other good reasons to do so, including abilities to (1) apply the discipline in real-world settings, (2) exploit the intellectual resources of the campus to help the community, (3) motivate students, and (4) reinvigorate an academic community that has often lost touch with its sustaining intellectual culture.

What might be the next steps in making this collaboration happen? One of the best ways is to collect lively *cases* of faculty professional "public work," or service, especially that which is connected to teaching through service-learning applications and to research through publication. Most useful would be examples of collective initiatives in departments. Out of these case studies, one might develop principles for practice with implications for how faculty might carry out professional service that is connected to teaching and learning.

Another avenue for collaboration is to develop professional *portfolios* that capture the richness and complexity of faculty work. We need language and mechanisms for documenting and evaluating faculty professional service and service-learning. And finally, advocates for service should work with departments, and especially with department chairs, to bring about a shift from individual to collective responsibility for carrying out the various tasks of teaching, institutional citizenship, and professional public service.

We need a seamless view of outreach, where divisions between research, teaching, and faculty professional work in the community fall away such that we are able to harness student and faculty talent and institutional resources. Howard Cohen, of the University of Wisconsin-Green Bay, offers the following suggestion to those promoting the service agenda: Faculty should follow the rule of rock climbing: "Don't let go of one foothold until you've got hold of another." Thus, until we can create something that offers faculty creativity and stature comparable to the present system, we can't expect them to let go of the frameworks that have defined their intellectual and organizational lives.

Our challenge is to create that new foothold. ■

What Is NERCHE?

The New England Resource Center for Higher Education (NERCHE), founded in 1988 by Zelda Gamson, is dedicated to improving colleges and universities as workplaces, communities, and organizations. NERCHE provides regionally based professional-development and technical assistance to college faculty and administrators through its convening of think tanks; applied research; consulting, workshops, and regional conferences; and publications. NERCHE also works with state higher education agencies and other associations to increase understanding of policy in and affecting higher education.

NERCHE also hosts grant-funded special projects. Its Program on Faculty Service and Academic Outreach promotes faculty professional service through programs designed to increase awareness and support, institutional efforts that provide incentives for faculty, and to disseminate these activities regionally and nationally. Project COLLEAGUE is designed to strengthen faculty skills of collaboration for effective service and outreach. These skills include mediation, conflict resolution, and team building. NERCHE recently completed a project to examine the implementation of general education curricula on New England campuses. Findings are being disseminated in a forthcoming book by Allyn and Bacon, through a number of articles and case studies, and via a network of faculty and administrators who provide consulting services.

For more information, contact: The New England Resource Center for Higher Education (NERCHE), Graduate College of Education, University of Massachusetts-Boston, Boston, MA 02125-3393; ph 617/287-7740, email nerche@umbsky.cc.umb.edu.

IT WAS TIME TO ACT, AND SOUTHERN UNIVERSITY DID

New Orleans Partnership Prepares Young Professionals to Meet Urban Needs

by Deborah B. Smith

Deborah B. Smith is coordinator of the SUNO/NOPS Partnership, based at the College of Education, Southern University at New Orleans, 6400 Press Drive, New Orleans, LA 70126-0002.

We all know the rhetoric: Higher education must prepare the young professionals we educate — the future teachers, social workers, counselors, physicians — to meet the needs of a diverse society, especially the poor and minorities in our inner cities.

But, while some of us have begun to act, others seem stalled at the level of rhetoric. Is it because of competing demands on their time, energy, and resources? Is this particular need not high enough on their agendas to warrant action? Or, is it because they are really not sure how to proceed? It's time to stop talking, and start focusing on what we know works.

Here in New Orleans, we now bring the urban experience to some of our professionals-in-training through a multifaceted, collegial program, thanks to a small but dedicated army of social work and education professors, psychologists and psychiatrists, undergraduate and graduate students, public and private university administrators, public school teachers, school board members, and local and national funders.

Bound by a common determination to learn how to work more effectively in inner cities, we all earn valuable rewards. At the same time, a wealth of new knowledge and vigor has been infused into some of New Orleans's most distressed public schools.

It's a multifaceted model that has worked well for us, and could work for others.

A Rewarding Partnership

Among our major players are Southern University at New Orleans (College of Education, School of Social Work), the Tulane University School of Medicine, the Yale Child Study Center (Yale University), the New Orleans Public Schools (NOPS), and a variety of funders and community agencies. As coordinator of the program, I am based at Southern University at New Orleans (SUNO), a historically black university whose mission is to serve, empower, and transform the living conditions of African Americans.

It all began some five years ago, when SUNO decided it was time to stop blaming schools and parents for the inadequately prepared students entering our college. It was time, instead, to help — and to take a critical look at the way we were preparing the hundreds of minority teachers who graduated from SUNO each year and often went on to teach in New Orleans's public schools.

With support from the Rockefeller Foundation, Southern University and the school district set up a unique partnership. Professors, teachers, administrators, school board members, and par-

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ents worked together to develop a framework and received training both at Southern University and at Yale University. Using the child development and school operating principles of James Comer and his School Development Program, which is based at the Yale Child Study Center, true participatory management was established, initially, at three needy elementary schools located in run-down, drug-infested neighborhoods. (Now the partnership serves eight elementary schools and two secondary schools.)

Two major components were set up at each school: a *governance team* of teachers and other staff, parents, and administrators, and a *student service team* to identify student needs and target services. As coordinator, I sit in on the meetings of these teams, learn from them what is needed, then go out and broker the resources required.

Comer's School Development Program Principles

- No Fault
- Collaboration
- Consensus Building

For more about the program, see **Rallying the Whole Village: The Comer Process for Reforming Education**, edited by James P. Comer, Norris M. Haynes, Edward T. Joyner, and Michael Ben-Avie (New York: Teachers College Press, 1996). Deborah Smith coauthored Chapter 4, which addresses teacher preparation and school/university partnerships.

Among the benefits to the partners are these:

SUNO School of Social Work. As interns, SUNO's seniors and graduate students of social work now gain firsthand field experience working in the schools with children individually and in groups, on multidisciplinary teams to identify and address problems, and closely with the psychiatrist and psychologist from Tulane. As one faculty member observed, "If [these interns] can be successful here, they can be successful anywhere."

Tulane University School of Medicine. Supported by a local funder, a Tulane psychiatrist and psychologist "break out of the ivory tower" to work right in the school with students, teachers, and classes. As the psychiatrist observed, "It's like a breath of fresh air for us." They are part of a Mobile Mental Health Team of SUNO social workers and interns and school district staff that addresses *individual* student needs, plus identifying and designing *group* programs on topics of student concern, such as grief counseling, conflict resolution, self-esteem, and drugs.

As a result of their involvement with the schools, both SUNO and Tulane are expanding their curriculums to emphasize preventative programs and community education, and the School of Medicine is considering a rotation in the schools for its psychiatric residents.

SUNO School of Education. SUNO's teacher-preparation program has been completely restructured based on our experiences working with the school district and the principles of the School Development Program. Before, young teachers were thrust unprepared into classrooms; now every professional academic course has a mandated field experience to link theory to reality. Our preservice teachers are in the New Orleans schools tutoring by their sophomore year. The experience leaves them more excited, motivated, and committed to preparing for their careers.

New Orleans Public Schools. The Comer participatory governance structure and its guiding principles of collegiality, consensus building, and search for solutions rather than blame have brought with them an exciting, productive new school environment. In this resource-poor school district, overwhelmed teachers in the three target schools now enjoy the services and resources their students need — ranging from math, reading, and art tutors (trained SUNO education students) to mental health interventions and in-class modelling of "time-out" techniques.

Many of the children now benefit from group social and psychological programs tailored to their needs, and individual students who have serious emotional problems no longer have to wait six months to a year for evaluation. The children love the much-needed personal attention they get from the tutors, interns, and counselors, and eagerly look forward to their individual and small-group sessions.

Our multifaceted program has brought dramatic change for everyone. And through it all, our future practitioners are learning about minority cultures and urban needs and finding out what

Bound by a common determination to learn how to work more effectively in inner cities, we all earn valuable rewards. At the same time, a wealth of new knowledge and vigor has been infused into some of New Orleans's most distressed public schools.

works through firsthand experience.

What About Outcomes?

But what about outcomes? A four-year study for the Rockefeller Foundation in December 1995 reported results in three key school areas:

Student achievement. In 1994-95, 100 percent of third graders in School A passed the language and mathematics sections of the state-mandated LEAP Criterion Referenced Tests. This placed School A as one of only three elementary schools out of eighty-one in the district to achieve that level of excellence. Also at School A, 88 percent of fifth graders passed, exceeding the district average of 79 percent and tying the state average.

California Achievement Test (CAT) data indicate that more students are meaningfully engaged in school work. In all three Partnership schools, scores went up: as many as 31 percentile points in mathematics for grade 1 at School A and 20 percentile points in mathematics for grade 5 at School B. In School C, grades 2 and 5 gained 30 and 31 percentile points, respectively, in reading, and grade 1 gained 44 percentile points in reading.

Suspensions. Suspensions decreased for all three target schools. School B improved most, with suspensions decreasing from a high of 12 percent in 1991 to 5 percent in 1994. School A reported an average suspension rate of 0.43 percent, one of the lowest in the school district among elementary schools serving similar populations. School C reported an average suspension rate of 3 percent, with suspension rates of less than 1 percent for two of the four years studied in the progress report.

Attendance. Attendance improved at all three target schools. While average attendance for the district (1994-95) was 90 percent, School A reported an 92 percent; and School C, 91 percent.

Keys to Success

What makes the SUNO/NOPS Partnership successful? Its professors, psychiatrist, psychologist, teachers, administrators, social workers, and students have given that question some thought, and we can suggest these guidelines to make such a multifaceted, collegial model work for you:

▶ Look critically at your own missions or programs — no thin skins or sacred cows allowed.

▶ Plan and implement the program carefully. Players with varied roles from each institution should participate in planning.

▶ Find a guiding structure, such as the Comer program, to help you transcend business-as-usual. Without one, players are likely to remain locked into their own institutional frameworks.

▶ Make sure senior leaders (deans, their administrators, the superintendent, his or her cabinet) demonstrate their support publicly. This send signals to all that this *is* the agenda.

▶ Recognize that no one has all the answers; new knowledge will be needed by all.

▶ Build in flexibility so that action research can inform shifts in thinking and adjustments to programs.

▶ Prepare through training, and work together in accordance with Comer-type rules of collegiality.

▶ Tailor your program to the needs of students (or other clients), not to someone's research or marketing agenda.

▶ Hire a program coordinator to facilitate, cut red tape, and avoid roadblocks.

▶ Demand mutual professional respect, collaboration, trust, and commitment.

The Human Side

The outcomes reported in the Rockefeller study are satisfying, but numbers are such a sterile measure of success. In human terms, the importance and value of our partnership were illustrated by a scene I observed recently, in which a Tulane psychologist was working with a troubled class. As they interacted with him and with one another, it became clear that the students were beginning to comprehend — in many cases, for the first time — that they were not alone in their anger and problems. They started to open up, to trust and share. I was truly moved to watch them realize that others shared their fears and needs, recognize that it was okay to seek understanding and support, and understand that concern and help were now available to them.

Moments like this are vitally important for youngsters in such neighborhoods, who live daily with grinding poverty and violence, often without adequate adult supervision or involvement. But these moments are equally important for the budding professionals who are training to serve these children and their families. Only through firsthand experience in America's inner cities can our students begin to understand the complexity and intensity of the challenges they will face there, and begin to learn how to address those challenges effectively as professionals. ■

(From left) AAHE Board member **Blandina Cardenas**, Tomás Rivera lecturer **Rolando Hinojosa-Smith**, and AAHE Hispanic Caucus chair **Loui Olivas**.

(From left) AAHE Board member **Tom Ehrlich** (CSU) and **Donald Kennedy** (Stanford).

"[Boundaries] present an intriguing combination of impediment and opportunity" — outgoing AAHE Board chair **Diana Natalicio** (UTEP), in her closing plenary.

AAHE NEWS

Staff phone extensions in parentheses.

Board of Directors

Vote!

It is time again to vote for candidates to AAHE's Board of Directors. Four positions, including vice chair, are open. Board members help choose future National Conference themes, set policy, and otherwise guide AAHE during four-year terms. This is your chance to influence AAHE policy — exercise your right to vote! Ballots must be postmarked by *May 20!*

The Teaching Initiative

New Book!

Drawing on the work of a twelve-campus national project on the peer review of teaching, ***Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review*** features a menu of strategies through which faculty can document and "go public" with their teaching — be it for purposes of improvement or evaluation. Each of nine chapters features a different strategy — from the fairly simple, low-risk "teaching circle," to "course portfolios," to more formal departmental occasions such as faculty hiring — with reports by faculty who have actually tried each, guidelines for good practice, and an annotated list of resources. In her introduction and conclusion, author **Pat Hutchings** lays out larger issues related to peer collaboration and review of teaching and points to lessons campuses can use to create more effective systems for the formal evaluation and reward of teaching.

Making Teaching Community Property

Single copies of *Making Teaching Community Property* cost $22 AAHE members/$25 nonmembers, plus shipping. To order, contact Rhonda Starks (x11), publications assistant.

Levine

Fiske

Rendon

Seldin

Hutchings

Zlotkowski

AAHE Assessment Forum

Last Chance!

There's still time to register for the **11th AAHE Conference on Assessment & Quality,** *June 9-12, 1996,* in Washington, DC. Titled "What Works? Learning From Success (and Avoiding Pitfalls)," this year's conference will provide a "crash course" in lessons learned from more than a decade of practice. If you want to discover "what works" in using assessment and quality methods to improve student learning — and to improve the elements of higher education that contribute to learning — this is the event.

The 15 major featured presentations, 130+ concurrent sessions, 32 workshops, consulting breakfasts, book discussions, and related activities will offer you a wealth of information, practical lessons, and expert advice drawn from a diversity of classrooms, departments and programs, campuses, research projects, consortia, and state and national policy initiatives.

Featured presenters/workshop leaders will consider assessment and quality issues from a range of perspectives, including: keynoter **Arthur Levine** (on what works with rapidly changing student populations), **Claire Ellen Weinstein** (on assessing strategic learning), **Ted Fiske** (on academic productivity), **Laura Rendón** (on validating nontraditional first-year students), **Peter Seldin** (on teaching evaluation), **Pat Hutchings** (on peer review), **Vincent Tinto** (on learning communities and citizenship), **K. Patricia Cross** (on making real the scholarship of teaching), **Grant Wiggins** (on assessment reform), **Trudy Banta** (on the "best of" assessment practice), and **Edward Zlotkowski** and **Louis Albert** (on service-learning).

May 10 is the "early bird" deadline — save $30! *May 24* is the regular/campus team deadline. If you didn't receive the red-white-and-blue conference preview in April, contact the Assessment & Quality Conference (x22) to be mailed a free copy. To be faxed the conference registration form *immediately!*, call AAHE's Fax/Access service at 510/271-8164 and request free Item 80; to be faxed the entire brochure *immediately!*, request Item 800 ($5 charge).

● Homepage: http://www.ido.gmu.edu/aahe/welcome.html

● Fax/Access: call 510/271-8164 ● Listserv addresses/instructions: call Fax/Access, choose free Item 12

AAHE Asian and Pacific Caucus

Asian Pacific Institute

San Jose State University, in collaboration with AAHE and the American Council on Education, is hosting an Administrative Development Institute for Asian Pacific Americans, "Pathways to Academic Affairs Administration," *June 20-23, 1996*, at the San Jose (CA) Hilton and Towers.

The Institute will address issues related to the "pipeline" necessary to prepare Asian Pacific American faculty and department heads to enter academic affairs administration. The three-day format will incorporate presentations by CEOs, sessions related to cultural values and career development, panel discussions that include personal and professional experiences of Asian Pacific American administrators, introduction to concepts of higher education, networking and mentoring, and the development of personal plans by each participant to seek a career in academic affairs administration. The fee for the institute is $250.

For registration and hotel information, contact: ADI/APA Conference, c/o Michael M. Ego, College of Applied Sciences and Arts, San Jose State University, One Washington Square, San Jose, CA 95192-0049; ph 408/924-2908, fax 408/924-2901; mmego@sjsuvm1.sjsu.edu.

(Cont. on p. 16)

AAHE Technology Projects

2nd Annual TLTR Summer Institute

July 12-16 * Scottsdale Princess * Scottsdale-Phoenix, AZ

The 2nd Annual Teaching, Learning & Technology Roundtable Summer Institute will enable participants to develop, implement, and advance teaching and learning using information technology, while controlling costs. Those new to AAHE's TLT Roundtable Program will learn how to begin a local Roundtable; experienced teams will learn how to move their Roundtables ahead. Educators (administrators, faculty, librarians, computing professionals, faculty development professionals, etc.) and representatives from the information industries (publishing, telecommunications, computing, etc.) will have opportunities to network, argue, and collaborate.

Theme Tracks

Reflecting the variety of ways in which information technology can contribute to educational (and societal!) change, sessions will be organized in four major theme tracks:

- Institutional Planning, Resources, and Support Services
- Changing Faculty and Student Roles — and the Curriculum
- Education, Technology, and the Human Spirit
- Assessment, Evaluation, and Research

Within these tracks, the Institute presenters/leaders will also explore how two paradigms for integrating technology into academia can be applied for different institutions. The first paradigm concerns improving institutional productivity and access to education; the second concerns communication, teaching, learning, and content. [See the editorial from the March/April 1996 *Change* for a more extended discussion of these two paradigms.]

Finally, the diverse track sessions will address the needs of individuals and teams from a variety of colleges, universities, and the information industries. The Institute will also provide structured opportunities for teams to synthesize what they learn from the tracks and apply the results to the needs of their own institutions. To help participants translate their learning into action, the Institute will use a workbook, instead of a conference program or proceedings.

Students Are Central

All presenters and session leaders are encouraged to address the needs of students. In addition, the Institute actively seeks to offer sessions and events in which students can participate as leaders and/or benefit from participation. Recognizing the definition of "student" is being stretched, AAHE welcomes the involvement of students of all ages, work experience, and degree status.

For More

AAHE's TLTR Program seeks to improve teaching and learning through more effective use of information technology while controlling costs. The TLTR Program provides a conceptual framework, guidelines, information, training to form local Roundtables, and a forum for individual colleges and universities to work with peer institutions. Local Roundtables become vehicles for inclusive institutional planning, communications, coordination, and collaboration — engaging representatives of all key stakeholders and support services in the deliberate pursuit of major educational change. At every level, participants in the TLTR Program are committed to developing and implementing effective strategies for change: strategies that address growing fears and engender realistic hopes; strategies that make technology the servant of important educational missions and personal values.

You are encouraged to join the AAHESGIT Listserv to receive conference updates and information. Join by sending an email message to LISTPROC@LIST.CREN.NET that says "subscribe AAHESGIT yourfirstname yourlastname."

For more information about the TLTR Program or its Summer Institute, send email to TLTRINFO@aahe.org or contact Ellen Shortill (x38), program coordinator. ■

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . fax (202/293-0073) or email tmarches@aahe.org items to me, this is your column . . . nope, no plans for a web page.

BOARD BIZ: The Board paid fond and admiring farewell April 26th to four members whose terms expire this summer: UCLA's **Helen Astin,** Northeast Missouri's president emeritus **Charles McClain,** Goshen faculty member **Shirley Showalter,** and UM-Dearborn prexy **Jim Renick** . . . the cheers were especially heartfelt for Showalter, just named Goshen's next president. . . . Past Chair Astin, Board member **Roberta Matthews,** and **David Sanchez** were the nominating committee behind a wonderful slate of Board candidates for this month's election, so give it some thought and get that ballot back (by *May 20*). . . . At that April meeting, the Board also welcomed new appointee **Edward Barry,** president of Oxford University Press.

Wright

Ramaley

FINAL WORK: In the last weeks of his life, Carnegie Foundation president **Ernest Boyer** was deeply engrossed in finishing a study of architecture education . . . Ernie never completed it, passing away December 8th, but his associate Lee Mitgang took up the task and the result is an excellent "special report," *Building Community: A New Future for Architecture Education and Practice* . . . my interest in the topic was modest, but what I found in the report was a vision of teaching and learning environments and of education-practice connectedness that speaks broadly to higher education and professional schools of all kinds. . . . A bargain at $15 plus shipping, order via 800/777-4726.

PEOPLE: Marist president **Dennis Murray** learned on the same day this spring that two of his key people had been tapped for presidencies: executive VP **Mark Sullivan,** by The College of Saint Rose, and VPAA **Marc vanderHeyden,** by Saint Michael's. . . . Best wishes to **F.C. Richardson,** moving from the presidency at Buffalo State to that at Indiana U-Southeast . . . and to Wartburg VPAA **James Pence,** off to a like post at St. Olaf. . . . Business booms for many search firms, as well as for the nonprofit Academic Search and Consultation Service . . . ASCS just added Michigan's **Kay Dawson** and AGB's **Barbara Taylor** to staff. . . . Finally, for position postings/searches, and faculty exchange or collaboration, the Academic Resource Network's **Bette Worley** tells me you can use their "ARNOLD" database without charge through July . . . check it out at http://arnold.snybuf.edu.

FOUNDER: I note with sadness the death April 16th of AAHE Life Member **Stephen J. Wright,** at 85 in Baltimore, a gentleman, scholar, and real link between past and present for many of us. In the 1930s, Steve studied and taught in segregated schools; in the 1940s and 1950s, he was an administrator at "Negro colleges"; he then headed the UNCF; in the 1960s, he became VP of The College Board, leading the charge for student access; and for the past three decades he's been the statesman and conscience of a dozen boards of trustees. And Steve Wright was a cofounder of AAHE, in 1969, presiding at our 25th anniversary celebration in 1994.

CITY OF ROSES: Lots of observers think a fresh model of urban education is emergent in Portland (the West Coast's latest boomtown), where Portland State has set out to transform itself. . . . President **Judith Ramaley** took over a hard-strapped, unfocused institution in 1991, affirmed its urban mission, and set loose a stream of faculty-staff initiatives. . . . On a visit last month, I learned the administration was reengineered, in time saving $3.5 million; the faculty brought forward a remarkable team-oriented general education program, featuring clustered, inquiry-based courses, peer mentors, service-learning, and a community-based senior capstone; faculty and student-affairs roles have been recast; technology deployed; schools and community colleges brought into partnership . . . simultaneously, PSU is a central player in an ambitious urban renewal effort. . . . Hats off to PSU's 32 AAHE members, including provost **Michael Reardon** and dean **Chuck White**!

ASSESSMENT: Our search for a new AAHE Assessment Forum director is progressing . . . full announcement was in April's "AAHE News." . . . As I write, the fax machines are abuzz with inquiries and registrations for our June 8-12 Assessment & Quality conference, here in Washington. . . . Let's say hello there! ■

(Cont. from p. 14)

Forum on Faculty Roles & Rewards

Hold These Dates!

Plans are well under way for the fifth annual **AAHE Conference on Faculty Roles & Rewards,** to be held in San Diego, CA, *January 15-19, 1997*. Start thinking now about sending a team of faculty and administrators to take advantage of this gathering of colleagues who are doing serious work on the future of faculty roles and rewards. Look for the Call for Proposals in the June *Bulletin*. For more information on the Forum, contact Pam Bender (x56), program coordinator; aaheffrr@aahe.org.

The Education Trust

Plan to Come!

The seventh **National Conference on School/College Collaboration** will take place *November 20-24, 1996*, at the Grand Hyatt Hotel in Washington, DC. See the April *Bulletin* for the conference Call for Proposals. Your proposals, questions, and suggestions are welcome for session ideas, plenary speakers, and workshops. The proposal deadline is *June 30, 1996*.

Watch your mailbox this fall for registration materials, and plan to bring a K-16 team to join in lively discussions and stimulating sessions.

For more information about the conference or AAHE's Education Trust, contact Wanda Robinson (x15), manager for meetings and publications; wrobinsn@aahe.org.

Membership

AAHE Materials Available

Are you interested in receiving additional information on AAHE and its various projects? Would you like to provide brochures, fact sheets, or other materials to interested colleagues?

Contact Mary Joyce (x14), marketing manager; mjoyce@aahe.org. Please include your mailing address and phone number. ■

Important Dates

TLTR Regional Workshops.
- California State University-Fresno. Fresno, CA. *May 13-14.*
- Kent State University. Kent, OH. *May 20-21.*
- Massachusetts Faculty Development Group and Bridgewater State College (cosponsors). Bridgewater, MA. *May 30-June 1.*

Board of Directors Election. Ballot deadline. *May 20.*

1996 AAHE Conference on Assessment & Quality. Washington, DC. *June 9-12.*
- Early bird deadline. Save $30. *May 10.*
- Mail registration and team deadlines. *May 24.*

Administrative Development Institute for Asian Pacific Americans. "Pathways to Academic Affairs Administration." San Jose, CA. *June 20-23.*

2nd Annual TLTR Summer Institute. "Strategies for Change." Phoenix-Scottsdale, AZ. *July 12-16.*

Cases Conference. "Using Cases for Reflective Teaching and Learning." University of British Columbia. Vancouver, BC. *July 27-30.*

Summer Quality Academy: Organizing for Learning. Breckenridge, CO. *July 27-31.*

AAHE Black Caucus South Caribbean Cruise. *August 3-10.*

American Association for Higher Education

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, Attn: Memberships, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

MEMBERSHIP (Choose one)
Regular: ☐ 1 yr, $85 ☐ 2 yrs, $165 ☐ 3 yrs, $245 ☐ Retired / ☐ Student 1 yr, $45
(For all categories, add $10/year for membership outside the U.S.)

CAUCUSES (all are open to all AAHE members; choose same number of years as above)
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Position ______________________
(if faculty, include discipline)
Institution/Organization ______________________
Address (☐ home/☐ work) ______________________
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AAHE Bulletin

June/1996 Volume 48/Number 10

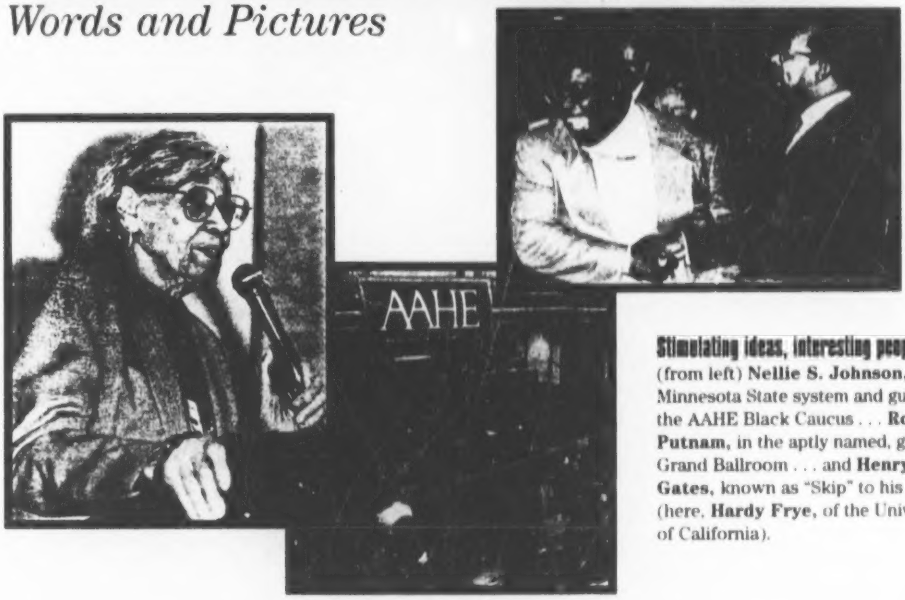
Making Learning Communities Work

Seven Lessons from Temple

BY JODI LEVINE AND DANIEL TOMPKINS

1996 National Conference

Words and Pictures



Stimulating ideas, interesting people: (from left) **Nellie S. Johnson**, of the Minnesota State system and guest of the AAHE Black Caucus . . . **Robert Putnam,** in the aptly named, gilt-filled Grand Ballroom . . . and **Henry Louis Gates**, known as "Skip" to his friends (here, **Hardy Frye**, of the University of California).

■ AAHE NEWS

■ 1997 FACULTY ROLES & REWARDS: CALL FOR PROPOSALS

■ BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In this issue:

This issue brings to an end the 1995-96 publishing year. In September the *Bulletin* will kick off another — with the call for proposals for next spring's 1997 National Conference on Higher Education (March 16-19, in Washington, DC). Plans are, of course, already afoot, as AAHE president Russ Edgerton's sidebar on page 12 makes clear. But let's not get too far ahead. . . .

This issue excerpts from the National Conference just past (March 17-20, 1996, in Chicago). Assembling the sampler is a task in itself. First, we compile a short list of those sessions appreciated most often among the many mentioned in attendee evaluations, comments overheard in hotel hallways, and a poll of AAHE staff. Next, we pull those audiotapes, and recruit a few office colleagues to listen and extract a couple of sentences or paragraphs — no more than a few minutes' worth of each presentation — for potential reproduction in this *Bulletin*. (Our thanks this year to AAHE colleagues Lou Albert, Nevin Brown, Estela Lopez, and Monica Manes for their help.) Finally, from among those submissions we make a selection, limited by the available space. This year's result begins on page 7.

AAHE's National Conference on Higher Education offers its attendees well over a hundred concurrent and plenary speeches, panel discussions, roundtables, posters, workshops, meetings, receptions, and other events over four days. The snippets in this issue can capture fully neither its scope nor its content. The conference audiotapes (see the box on page 11) come somewhat closer. But there's nothing that matches attending the conference yourself. . . . Have a good summer, see you in September.

—BP

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3 **Making Learning Communities Work**/seven lessons from Temple's effort to transform the first-year experience/*by Jodi H. Levine and Daniel P. Tompkins*

7 **"Crossing Boundaries: Pathways to Productive Learning and Community Renewal"**/excerpts from the 1996 National Conference on Higher Education

Looking Ahead to 1997/*by Russell Edgerton*

Pull-Out

1997 AAHE Conference on Faculty Roles & Rewards/call for proposals
submission deadline September 13

Departments

13 **AAHE News**/. . . top-selling tapes . . . conference reminders . . . a new book on teaching . . . summer technology institute . . . and more

15 **Bulletin Board**/*by Ted Marchese*

AAHE BULLETIN
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How this large, urban university is using one of the day's "hot ideas" to remake its freshman year.

MAKING LEARNING COMMUNITIES WORK

Seven Lessons From Temple University

by Jodi H. Levine and Daniel P. Tompkins

Do trees grow to the sky? This is one question we are trying to answer as we install learning communities at Temple University. Large and urban, Temple takes in 2,500 new first-year students each year. "Learning communities," curricular structures that promote academic success by emphasizing student-student and student-faculty interaction and interdisciplinary linkage of courses, appealed to us because of their potential to help students make the transition from secondary to postsecondary education.

Aiming to serve as many students as possible, we developed a model that is straightforward and uncomplicated. Participating students' grades have improved, as have students' sense of connection with their fellow students, faculty, and the university. We first offered learning communities courses in Fall 1993; enrollment doubled to more than 400 students in our second year, and nearly doubled again in the third. By Fall 1997, we hope to grow our trees as close to the sky as possible, enrolling all of our entering freshmen in learning communities.

With the recollection still fresh of what worked — and what didn't work— during these formative years, we offer you some lessons of experience.

Jodi H. Levine (left) is director of the Learning Communities program at Temple University, 5th Floor Conwell Hall, Philadelphia, PA 19122; jodih@vm.temple.edu. Daniel P. Tompkins is a faculty fellow for learning communities and chair of the Department of Greek, Hebrew, and Roman Classics at Temple; dtompkin@thunder.ocis.temple.edu.

Learning Communities at Temple University

In the summer of 1992, Temple faculty and administrators recognized that efforts to improve undergraduate education had only partially succeeded. We had, to be sure, done just what was often demanded of higher education in the 1980s: We'd installed a core curriculum, covering students in eleven of our twelve undergraduate colleges; the curriculum had rigorous science and math requirements and a required two-semester "great books" course.

Still, students' class performance and persistence toward their degrees were little improved. After placing tremendous emphasis on what students must learn, we now faced an even greater challenge: to improve the quality of their learning.

"Quality of learning," of course, rests on a network of variables. Discussions and institutional research led us to concentrate on two key areas: (1) development of a sense of community and (2) improvement of teaching at the freshman level. Learning communities suggested themselves as an ideal avenue to improvement in both areas. With funding from Pew Charitable Trusts, Temple was able to launch a Learning Communities program, based in the office of the vice provost for undergraduate studies, in time for the Fall 1993 semester.

By Fall 1994, we were able to offer learning communities that appealed to a wide range of entering undergraduates.

Lesson One: Finding Our Look

As we began shaping Temple's Learning Communities program, we were influenced by models we found at other institutions and elsewhere, including the Washington Center for Improving the Quality of Undergraduate Education (see box on p. 6) and the National Center on Postsecondary Teaching, Learning, and Assessment.

Ironically, the very attractiveness of these other models "hindered" our work by leading us to establish course linkages that were inappropriately elaborate for our setting and the ground rules we had set. (Among these rules was one to work within rather than revise Temple's general-education program.) At first, we either linked nonrequired courses that stimulated faculty but attracted too few students, or used courses that were required but that did not draw significant numbers of first-year students. No amount of publicity about our exciting new program to improve student success increased enrollment. Several communities had to be canceled, but we learned a valuable lesson.

After this experience, we sought more refined data about student course selection, and planned communities more deliberately. By Fall 1994, we were able to offer learning communities that appealed to a wide range of entering undergraduates. These courses meet our key requirements: They fill important core areas, have few or no prerequisites, and leave students ahead of the pack in progress toward a degree.

Most of our learning communities link two courses, six to eight credit hours of a first-year student's schedule. Courses come from twenty-five departments representing six Temple schools or colleges. We rely particularly on basic writing, mathematics, and introductory survey courses. Departments set class sizes; when the classes are large lectures, we link their recitations with small courses.

Lesson Two: Attracting Students

Temple's size and decentralized college structure complicated the program's growth. We realized that we had not only to develop a quality product but to market it actively to students, academic advisers, and other members of the university community.

What Some Others Are Doing

Since 1984, **Seattle Central Community College**'s Coordinated Studies students have participated in programs ranging from eleven to eighteen credits a term and team taught by two to four instructors. Students attend class for four to six hours a day as if enrolled in one course. Coordinated Studies students are more involved in activities, hold more positive views of the college, and persist into the second year at higher rates (Tinto and Russo, 1993).

The **University of Washington** introduced Freshman Interest Groups (FIGs) in 1987 with the intention of making the university seem smaller and less intimidating to freshmen. A FIG consists of twenty to twenty-four students sharing a cluster of two or three courses organized around a common theme. Students also attend a weekly seminar organized by a peer. FIG students have higher grade point averages and higher persistence rates (Tinto and Goodsell, 1993).

The **University of Missouri-Columbia** has adapted FIGs by adding a residential component. Groups of twenty students housed on the same floor of a residence hall share three academic courses and a peer-taught freshman seminar. Jointly administrated by Academic and Student Affairs, the FIGs reflect Missouri's commitment to undergraduate education and to making a large university smaller.

Restricted to commuting students, the Scholar's Community at the **University of Houston** includes an on-campus "home-base," with lounges, study areas, locker space, and computers. Students enroll in linked courses meeting degree requirements, while benefitting from enhanced access to faculty, staff, and peer mentors.

In large universities, most learning communities programs are implemented across colleges. **Portland State University**'s effort also extends vertically through the entire university. Students are enrolled in freshman and sophomore inquiry programs stressing critical thinking, communication, human experience, ethical issues, and social responsibility. A two-term senior capstone experience integrates learning and community action. ■

References

Tinto, V., and A. Goodsell. *A Longitudinal Study of Freshman Interest Groups at The University of Washington.* State College, PA: National Center on Postsecondary Teaching, Learning, and Assessment, 1993.

Tinto, V., and P. Russo. *A Longitudinal Study of the Coordinated Studies Program at Seattle Central Community College.* State College, PA: National Center on Postsecondary Teaching, Learning, and Assessment, 1993.

Prospective students learn of the program when they attend admissions programs or read its description in Temple's publications. Newly admitted students receive a program brochure accompanied by a letter from the provost. On arrival at Temple, students register for a community during new-student orientation.

Lesson Three: No Two Colleges Are Alike

No single model of learning communities works for everyone. (Another of our ground rules was to develop a learning community model suitable for our different undergraduate colleges, each of which had its own needs.)

For example, the School of Business and Management offers two-term sequential communities — two to three courses linked each semester, so the majority of students stay in learning communities throughout their freshman year. With this school, we also developed and linked a student success seminar, "Introduction to Business," which emphasizes university resources and study skills, and introduces students to business majors and careers. The business school's initial retention data indicate that the aggressive effort is paying off, in a persistence rate to the sophomore year of 85 percent in Fall 1995. As of September 1996, the school will require learning communities for all its matriculated freshmen.

The School of Communications and Theater offers major-based communities. To familiarize students with their departments, that school links introductory courses in majors and a writing class. The chair of the Department of Theater reports that his learning community students become integrated into the busy world of the theater major about a year ahead of their peers.

In the Esther Boyer College of Music and the Tyler School of Art, groups of students have always taken courses in common — "natural" learning communities — so the Learning Communities program merely supports their efforts. We include their instructors in our faculty-development activities, and help them develop student success seminars and workshops to complement their academic programs.

> **Learning communities are helping to change the culture of the university, furnishing a forum where faculty can reflect together on their roles as teachers and members of teams.**

Lesson Four: Taking a Closer Look at Student Needs

To succeed, learning communities require substantial administrative attention to recruitment and registration. But our primary focus is on what happens in the classroom. When faculty commented that too many first-year students were asking "inappropriate questions" and sometimes acting as though freshman year were the "thirteenth grade of high school," we expanded use of our freshman seminar. The pilot seminar in Fall 1995 covered higher education, research methods, study strategies, and campus resources; it emphasized critical thinking, writing, and oral communication skills. It was team taught by an academic administrator and an undergraduate peer teacher.

Any student in Arts and Sciences also enrolled in a learning community was eligible to enroll, and twenty-one students did. Faculty support for its long-term implementation is mounting, and the seminar will expand to five sections of twenty students each for Fall 1996.

Lesson Five: The Phenomenon Known as Group Power

With their learning communities courses scheduled back-to-back, students spend time between classes talking together, often about those courses. This makes them more able and more likely to voice their displeasure with a particular course or the entire learning communities experience. At worst, they sometimes play collaborating teachers off against each other.

In studying learning communities where group dynamics became a problem, we discovered that students were more likely to become disgruntled when content in linked courses was not integrated, or when teachers talked down to students or failed to make clear how they were collaborating. Group empowerment appears to be inherent in the learning communities dynamic. We address it in faculty-development workshops, and urge faculty to discuss their expectations with their classes at the beginning of the semester.

Lesson Six: Working With Faculty

Learning communities are helping to change the culture of the university, furnishing a forum where faculty can reflect together on their roles as teachers and members of teams — that is, as members of groups seeking to improve student learning. That teaching is the most private aspect of academic work is now a truism; but in learning communities faculty come together to share their teaching, considering syllabus preparation, class presentation, and student problems. By pairing tenured faculty members with graduate students, learning communities also supplement and strengthen other Temple programs that train teaching assistants.

Lesson Seven: Opportunities for Institutional Partnerships

To implement learning communities requires Student Affairs professionals to collaborate, as well as with deans, department chairs, and faculty. Our interaction with Student Affairs units at first concerned boundary-spanning functions such as admissions, registration, and orientation. But learning communities, particularly the introduction of the freshman seminar, have enabled Student Affairs and Academic Affairs to work together in more meaningful and consequential ways, as well. The seminar connects career, financial, and academic counseling; it provides an ideal setting for promoting student organizations, peer leadership opportunities, and campus resources.

With our seminars established, our next step is to implement a supplemental instruction (SI) and peer-mentoring program, for which faculty, the Learning Communities program, and Student Affairs will ultimately share responsibility.

How We Are Doing

We use an entry cohort approach to labeling and tracking learning communities participants, generating a demographic profile for each cohort and using it to define a comparable sample of nonparticipants. This sample is used for retention and achievement studies; but as the proportion of Temple students in learning communities grows, defining the sample becomes harder to do.

What would success mean for us? Improvements in student achievement and retention are our main goals. A course-by-course grade comparison reveals that learning communities students receive fewer withdrawals or incompletes and on average receive higher grades than students in a non-learning community section of the same course. So far retention is not significantly higher, but trends are hopeful.

Our focus groups provide rich qualitative descriptions of what students experience in Temple's learning communities. Twenty-eight students in 1993 and forty-four in 1994, in nine focus groups, consistently reported that they enrolled in learning communities to benefit from the more intimate classes and increased interaction with their faculty and peers. The benefits of participation, they said, included the ease of meeting people and forming study groups, the support from their teachers and peers, and the availability of professors.

Students also revealed that they were more comfortable asking questions, participating in discussions, and seeking out teachers for assistance in learning communities than in non-learning communities courses. Many added that being in a learning community was the ideal way to make the transition from high school to college.

What Comes Next for Us

As we enter our fourth year, we have three priorities: to continue to expand, to prepare for the end of our Pew grant, and to perform a thorough program evaluation. On each count, we are addressing the challenge:

Like mathematicians who demonstrate why trees cannot grow to the sky, the Learning Communities program is keenly aware of the constraints on growth for our program. To deal with these, we have mastered the course scheduling system and built strong working relationships with key units such as the registrar. Student recruitment now will be handled by each college individually. A major factor in further expansion will be continued faculty development.

In anticipation of our grant expiring, we are "imbedding" learning communities in the overall structure of our university, working to improve teaching in the curriculum that now exists and arranging learning communities that fit classes as currently offered. Our chief program expenses are administration and — importantly — faculty development: These will be covered by the university budget.

Third, a team of internal and external evaluators will help us to answer knotty questions such as exactly how participation in learning communities affects student attitudes and performance, and what role the freshman seminar can play.

After three years, some benefits of learning communities at Temple are clear. Though one of the less elaborate models for group teaching, learning communities for us —

- play an important role in the growing university-wide emphasis on student-centered learning;
- are a vehicle for acquainting faculty with important educational practices (classroom assessment, collaborative learning, peer mentoring, supplemental instruction) and with higher education research findings;
- provide an arena in which like-minded faculty can cooperate with one another and with administrators; and
- contribute significantly to a new awareness that educating students is a communal activity, not to be left to individual faculty or to individual units on the campus. ■

The Washington Center

Learning Communities Clearinghouse

Numbers of new learning community projects have sprung up in recent years, many of them in Washington State as a result of the support and leadership of the Washington Center for Improving the Quality of Undergraduate Education, a curriculum-improvement and faculty-development consortium headquartered at The Evergreen State College.

The center, led by Barbara Leigh Smith and Jean MacGregor, and more recently Jeanine Elliott, has focused on learning communities as curriculum restructuring approaches that link or cluster classes around an interdisciplinary theme, and enroll a common cohort of students. While these programs vary in form and content, they all represent an intentional restructuring of students' time and credit to foster greater intellectual connections between students, between students and their faculty, and between disciplines.

In recent years, the Washington Center has become an informal national clearinghouse on learning community curricular models, pedagogical strategies, implementation, and assessment. This year, the center compiled its first national directory — a hundred learning community programs in twenty-five states.

To order a copy of this directory, send $4 (checks payable to "The Evergreen State College") to: The Washington Center, L-221, The Evergreen State College, Olympia, WA 98505. It and other Washington Center information also can be obtained from the center's Web site, which can be accessed via The Evergreen State College homepage at http://www.evergreen.edu.

Excerpts from AAHE's 1996 National Conference on Higher Education, March 17-20, in Chicago.

CROSSING BOUNDARIES

Pathways to Productive Learning and Community Renewal

Opening Keynote

Henry Louis Gates
Chair, Afro-American Studies Department, and Director, W.E.B. Du Bois Institute, Harvard University

We must counter hate speech with more speech, with free speech, with the speech that espouses the best of humanistic thought within the classical Greco-Roman, Judeo-Christian tradition to which we all are heir. And here I am speaking of the best in the great tradition of liberal humanism, a tradition based upon the rights and responsibilities, the duty and the dignity, of every member of this society, be they Jew or Gentile, white or black, male or female, rich or poor, gay or straight. . . .

For too long, liberalism has grown accustomed to recusing itself from other people's problems. . . . Deference to the autonomy of other beliefs, other values, other cultures has become an all-too-easy alibi for moral isolation. When we need action, we get hand-wringing; when we need forthrightness, we get equivocation. We need a liberalism in this country that has confidence in its own insights, a liberalism possessed of clarity as well as compassion. We need a muscular liberalism, a liberalism that is without arrogance but that is also unafraid to assert itself, its tenets, its hard-won moral knowledge, one that has courage as well as conviction.

We have all heard in recent years about the politics of identity, a politics that has a collective identity as its core. One is to assert oneself in the political arena as a woman, as a homosexual, as a Jew, as a person of color. But while the conversation about it may seem recent, the phenomenon itself is ages old. The politics of identity starts with the assertion of a pregiven identity. It says, "This is who I am, who we are. Make room for me, for us. Accommodate my special needs, our special needs. Confer recognition on what is special and distinctive about me, what is distinctive about us." It is about the priority of difference.

By contrast, what I'm calling a "liberal humanism" starts not with identity but with the ability to identify *with*. Less important than the identity of the other, it is the capacity to identify *with* the other. It asks what we have in common with others while acknowledging the internal diversity among ourselves. It is about the priority of a shared humanity.

In short, we must move from a politics of identity in this country to a politics of identification. And the beginning of such a move must be made in our schools, through a rigorous multicultural curriculum. A rigorous multiculturalism does not entail "when in Rome" relativism; it forbids it. For relativism is finally a way of not taking other cultures seriously. A rigorous multiculturalism does not entail the elevation of difference over commonality; it rejects it. For such multiculturalism seeks to broaden the constrictive vistas of ethnic absolutism. And finally, a rigorous multiculturalism does not entail the proliferation of vulgar identity politics, for an honest account of ethnic dynamism gives full weight to the forces of assimilation and convergence as well as those of differentiation and divergence. And once we manage to sort these things out, we might be able to retrieve a viable vision of multiculturalism as an antidote to the ever-alluring perils of ethnocentrism and cultural chauvinism.

After all, if you think about it, we haven't just entrusted to our schools in this country the task of reproducing the democratic polity; we've asked that they improve it, too. I want our schools to teach, as increasingly they do, the story of America as truly a plural nation, with people from different lands, who had different and shared experiences, and not simply as some fantasy of Pilgrim triumphalism. But I also want our schools to inculcate civic virtues. . . . Now this is not to call for distortion in the name of celebration, because the truth will serve us very well.

(#96AAHE-5)

All photographs by Photo Ideas, Inc.

Attorney **Martin Michaelson** discussed rationales for affirmative action in higher education.

(From left) **Dolores Cross** (Chicago State), **Larry Bailif** (Brandeis University), and **Nancy Rhodes** (Campus Compact) outside the Campus Compact Presidents Leadership Colloquium, held during AAHE's conference.

5th Celebration of Diversity Breakfast

“The Importance of Affirmative Action”

Willie Brown

Mayor, City of San Francisco

There is no question — no question! — that socially significant achievements and changes in this nation in most cases are centered around “What do we do on the race issue?” To the extent that we solve and address that issue in a way most effective and positive for all people, it will make it easier to do the same kind of activities on [issues of] gender, on gay and lesbian, and on all the other elements that are not now considered part of the human family on a positive and a fair basis.

And so I suggest to you — as administrators in the world of higher education, as individuals who are above the line in terms of abilities to communicate and relate to people — you have a single, directed job. And that job is to participate in one manner or another to make sure we don't fail in California. Because the extent that we *do* fail in California, it will shorten your membership, and in the next five or six years there'll be a helluva lot fewer of you who claim to be higher education persons than exist today.

You were not hired on the basis of your ability. Don't ever forget that! If you *had* been hired on the basis of your ability, you'd now be head of Harvard, you'd now be head of MIT, you'd be head of Yale. You are where you are because lots of folks struggled to gain access for you. Your job, and mine, is to move the agenda so the next generation can be the heads of those institutions on a very natural basis.

(#96AAHE-43)

“The Academy and the Community: Moving Beyond Public Relations”

Ira Harkavy

Director, Center for Community Partnerships, University of Pennsylvania

In its classical form, service-learning emphasizes learning from the experience of serving. But strategic, academically based community service seeks to make structural improvements, like better schools, neighborhood economic development, community organization . . . long-term, sustained, significant change. It seeks to make a difference here and now and into the future.

Service-learning has great similarities to traditional exploitative research. Historically, universities have studied poor people. These studies have resulted in dissertations, more data and information; faculty members get tenure, promoted, and richer. Poor people remain poor, their setting does not improve, and they have been looked at, studied, and so on.

We need to move beyond the issue of the amelioration of suffering and citizenship education to the engagement of the institution, the scholars, and the faculty to fundamentally improve the quality of life in that community. Until the commitment is to the structural improvements, we are evading our institutional and scholarly responsibilities. (#96AAHE-51)

“Merit and Mission: Rethinking the Educational Rationales for Affirmative Action”

Blenda Wilson

President, California State University, Northridge

It's no wonder that judges and the public believe that something called “scholastic aptitude” is a sensible definition of merit for admission to higher education. We taught them that, when we imposed course requirements, GPAs, and test scores as the basis for admission, mostly to simplify our own admissions processes.

Before, you remember, there used to be letters of recommendation and counselors and priests, and everybody would tell you if the student has the motivation to succeed in college, and admissions committees had to wrestle with all these qualitative factors in deciding whom to admit. Then we progressed to mass higher education, and decided to make it all simpler: “Send us these data, that's how we'll know your merit or worth.”

We didn't *intend* to imply that grades and SAT scores represented all of a student's potential and worth, but we never quite conveyed that distinction; nor did we help the public understand the correlation between these measures and the socioeconomic status of the student's family. We took an easy way out . . . numbers allowed us to say we had picked the “most able” students.

Later we decided that wasn't enough, so we added some new students to the mix, putting aside our statistics for them, but again in a way that left the public to wonder.

..So here we are. (#96AAHE-8)

"The University and the Community: Redefining Boundaries"

Mary Walshok

Vice Chancellor for Extended Studies and Public Service, University California-San Diego

What are some of the positive steps that can be taken to achieve a renewed civic discourse, and [what is] the unique role that colleges and universities can play? . . .

One is the need to reclaim civic virtues and to reaffirm the importance of citizens' being grounded in history and values and in conversation. But the other is the need for institutional mechanisms through which these civic virtues can be explored, debated, and discussed. And that is what I will suggest we in higher education are potentially valuable to: the creation of institutional mechanisms through which civic dialogue can take place. . . .

What [higher education needs] to do is create a place, a program, a context, a center, an institute, a forum . . . where people can meet, interact, and tap into critical resources and expertise. We need to have that place . . . be characterized by a culture or an ethic of civility that is built on the notion of participation. . . .

Such a culture requires a collaborative process for identifying the key issues and what needs to happen for them to be clarified and understood. This means that the community can't come and tell the faculty what the issues are, just like the faculty can't go and tell the community what the issues are. . . .

There also needs to be the capability in this kind of forum or activity to gather new data and new information that is relevant to these specific issues, and that does tap into the notion of research and scholarship. . . . The ability and opportunity for both individuals and groups to participate in analysis and discussion on all of these topics and to share their knowledge base, for practitioners and policymakers and everyday citizens to share their expertise with the academic expertise, is another principle I think is important. . . .

There needs to be an opportunity to frame issues in terms of policy alternatives in ways that can facilitate community forums, but also briefings of policymakers. The worst thing a university can do in a context like this is be accused of just talking. . . . On the other hand, colleges and universities cannot themselves be advocates. But they can evolve out of talk and research and conversation. . . . Any sort of institutional commitment to facilitating these sorts of civic forums requires mechanisms for disseminating the data, the ideas, and the policy options coming out of them.

(#96AAHE-7)

"Bowling Alone: America's Civic Life and the Prospects for Renewal"

Robert Putnam

Clarence Dillon Professor of International Affairs and Director, Center for International Affairs, Harvard University

[What we have found is that] you can be more productive if you live in a community or in an organization in which there is a network of civic engagement and a high level of reciprocity and trust. . . . [But] over the past three decades, there has been a puzzling and quite dangerous decline in America's stock of social capital. . . .

These trends downward in civic engagement are quite constant among many different categories in American society. The trends are down among men, down among women, down among Ph.D.'s, down among high school dropouts, down in the central city, and down in the suburbs, down on the East Coast and West Coast, down among blacks and down among whites, and down at almost the same rate among each of these groups. . . .

What can we do about it? We need a period of social inventiveness. We need to think [together] about how to create ways of reconnecting with one another that fit the way we now live. What we really need [to create] is what I would call "bridging social capital," social capital that cuts across the boundaries and cleavages in our society, social capital that brings together people of different backgrounds and different ideologies. If we are, as I hope and expect, entering a new period of community building, we need to do so with a special attention to bridging social capital — or, in the language of the title of this conference, "crossing boundaries."

(96AAHE-15)

Want to Hear More?

The sessions excerpted here are just a few of the more than ninety 1996 National Conference speeches, panel discussions, and other presentations available in their entireties on audiotape. (AAHE conference sessions are *not* routinely made available in printed form.)

To be sent an audiotape order form, contact AAHE or AAHE's taping provider: Mobiltape Company, Inc., 24730 Ave. Tibbitts, Suite 170, Valencia, CA 91355; 805/295-0504; fax 805/295-8474. If you know which tape(s) you want, you also can call Mobiltape to place your order toll free at 800/369-5718. Item numbers for the sessions excerpted in this issue of the *Bulletin* appear in parentheses at the end of each excerpt.

"Using Multimedia and Hypermedia in Support of Community Outreach and Renewal"

Lucinda Roy
Gloria D. Smith Professor and
Associate Dean for Curriculum,
Outreach, and Diversity,
Virginia Polytechnic Institute
and State University

The American Dream has taken on a new dimension. It's not about a house and mortgage payments anymore, or watching your child receive a university diploma. More and more, the American Dream is wrapped up in something much more complicated: access. . . .

[But] what does the future hold for all of us if we continue on the course we've mapped out for ourselves? If we believe there may be something gravely wrong . . . in withholding information and denying access to so many in our communities — which is exactly what's happening? How can we build bridges for us all to cross together? What strategies can we use in the new environment? . . .

Within the next five years, we will decide whether the information age will be the one informed by notions of equity, or framed by notions of privilege. There is no middle path. The challenge is clear: To come up with strategic initiatives . . . and innovative partnership models that will allow us to explore the potential that technology has to re-energize the community. . . . Minority and at-risk students and economically disadvantaged community members are the ones who most desperately need access to the kind of information that can be found in the virtual museums and libraries, tutorials, and webpages of the World Wide Web. . . .

Which brings me to higher education and the special role we have in this. . . . Distance will no longer be classified in the way that it used to be. Distance will be class . . . we're seeing it more and more as we start to watch the way this technology is developing. . . . And we better be knocking down those walls. We will all be missing the point if we assume this technology will endow us all with a glorious equity. (#96AAHE-10)

Looking Ahead to 1997

National Conference on Higher Education
March 16-19, 1997 * Washington, DC

The technology revolution raises a host of important questions:

> *What conceptions of student learning should drive our decisions about teaching strategies? Our decisions about the use of technology in teaching? . . . Given the new technologies, can we develop more effective ways of providing instruction? For whom? At what cost? . . .*

With these and other challenges in mind, AAHE's incoming chair, Barbara Leigh Smith (provost, Evergreen State College), and the Board of Directors have selected **"Learning, Technology, and the Way We Work"** as the working theme for our 1997 National Conference on Higher Education. While the wording may change as the program develops, the focus of the theme is clear:

> *We are interested not in information technology per se but in its implications for students, for faculty, for campuses.*

Ambitious Plans

Special funding will be required to pull them off, but we have on the drawing board now plans for several exciting conference attractions, including a **major information-technology exhibition** of hands-on learning and demonstrations . . . a **recognition program for faculty** who have used information technology to transform their roles as teachers . . . and more!

To practice what the 1997 conference program will preach, we're also asking ourselves fundamental questions about the mission, curriculum, and pedagogy of AAHE's National Conference on Higher Education as an institution:

> *How can we strengthen the conference as a place where all of AAHE's work "comes together"? . . . As a place where new connections are made and communities are formed? . . . As a place where you can engage and discuss, not just listen? . . . How can we use the new technologies to transform the National Conference from an event into a* process, *in which you, AAHE's members, design and participate in conversations that begin at the meeting but continue beyond it?*

We Want to Hear From You!

Write us now with your ideas (Attn: Louis Albert, vice president) . . . and then stay tuned for the September *AAHE Bulletin*, containing the 1997 conference Call for Proposals, where our planning will move to a next stage.

— AAHE President Russell Edgerton

AAHE NEWS

Staff phone extensions in parentheses.

Forum on Faculty Roles & Rewards

Call for Proposals

This issue of the *Bulletin* contains the conference Call for Proposals for the fifth annual **AAHE Conference on Faculty Roles & Rewards**, to be held in San Diego, CA, *January 16-19, 1997*.

Look it over, consider submitting a proposal and contributing to the planning of this important conference. The proposal deadline is *September 13*. Watch your mailbox for registration materials next fall.

For more information about the conference or AAHE's Forum on Faculty Roles & Rewards, contact Pam Bender (x56), program coordinator; aaheffrr@aahe.org.

AAHE Assessment Forum

Angelo Departing

This August, after two years as director of AAHE's Assessment Forum, **Thomas A. Angelo** will depart AAHE. He will join the faculty of the School of Education at the University of Miami (FL) , as associate professor in the Department of Educational and Psychological Studies and coordinator of the university's Graduate Program in Higher Education.

As of press time, the search for the Assessment Forum's next director continues.

National Conference

Top Tapes

Was there a special session at the National Conference that you wish you had attended? Have you heard people raving about a lecture you missed? For many years, AAHE has audiotaped most sessions at its National Conference on Higher Education and conferences on assessment/quality and faculty roles and rewards.

What are the latest best-sellers? The most popular session from the **1996 National Conference** is **Robert Putnam**'s plenary speech, "Bowling Alone: America's Civic Life and the Prospects for Renewal" (#96AAHE-15), with 92 tapes sold thus far. A close second, with 91 tapes sold, is **Henry Louis Gates**'s opening keynote, "Crossing Boundaries" (#96AAHE-5). AAHE's 5th Celebration of Diversity Breakfast, with San Francisco mayor **Willie Brown** on "The Importance of Affirmative Action" (96AAHE-43), ranks third with 33 tapes sold.

Audiotapes are $8.50 each, plus shipping, and can be ordered by credit card directly from Mobiltape Company, Inc. by calling 800/369-5718. Copies of audiotape order forms for this and other AAHE conferences are available from Mobiltape or from AAHE.

The Education Trust

Summer Meeting

The Education Trust is sponsoring a summer meeting for teams of leaders from state university system offices and their counterparts in state K-12 offices to explore the role of state systems in K-16 education reform. The meeting will take place at the Aspen Institute, in Wye, MD, *July 14-17*.

The agenda will build on a discussion of aligning state K-12 standards and university admissions requirements, which was the core agenda item for an initial meeting the Trust cosponsored with the University of Maryland System Administration of eleven state university systems and K-12 offices (representing the states of Arkansas, California, Georgia, Illinois, Maryland, Missouri, New York, Oregon, Pennsylvania, and Wisconsin) this past April in Baltimore.

For further information about the summer meeting for state university systems, contact Kati Haycock (x31), director, khaycock@aahe.org or Nevin Brown (x33), principal partner, nbrown@aahe.org.

AAHE's Quality Initiatives

Campus Teams Selected

Twenty-eight campuses have been selected to send academic leadership teams to AAHE's first annual **Summer Academy on Undergraduate Quality**, *July 27-31*, in Breckenridge, CO.

Themed "Organizing for Learning," the Academy will enroll teams of four to seven people, who will develop visions for learning and strategies for becoming more learning centered. The Academy's faculty will include **William Massy** (Stanford University), **Peter Vaill** (George Washington University), **Diane Halpern** (California State University-San Bernardino), **Daniel Seymour** (Claremont Colleges), and **Carole Schwinn** (Jackson Community College).

The institutions sending teams are Bellarmine College, Clayton State College, Florida Gulf Coast University, Fox Valley Technical College, George Mason University, Indiana University Purdue University Indianapolis, Jackson Community College, Kent State University, Lane Community College, Lehigh University, Maricopa Community Colleges, Northwest Missouri State University, The Pennsylvania State University, Rensselaer Polytechnic Institute, St. John Fisher College, Syracuse University, U.S. Air Force Academy, University of Hartford, University of Houston at Clear Lake, University of La Verne, University of Maryland at College Park, University of Minnesota at

Crookston, University of Puerto Rico at Rio Piedras, University of Rhode Island, University of Texas at El Paso, Valdosta State University, Virginia Tech, and Waukesha County Technical College.

The Teaching Initiative

New Book!

Drawing on the work of a twelve-campus national project on the peer review of teaching, ***Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review*** features a menu of strategies through which faculty can document and "go public" with their teaching — be it for purposes of improvement or evaluation. Each of nine chapters features a different strategy — from the fairly simple, low-risk "teaching circle," to "course portfolios," to more formal departmental occasions such as faculty hiring — with reports by faculty who have actually tried each strategy, guidelines for good practice, and an annotated list of resources. Author **Pat Hutchings**'s introduction and conclusion lay out larger issues related to peer collaboration and review of teaching and point to lessons campuses can use to create more effective systems for the formal evaluation and reward of teaching.

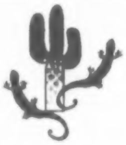
THE TEACHING INITIATIVE
Making Teaching Community Property
AAHE

Making Teaching Community Property costs $22 for AAHE members/$25 nonmembers, plus shipping. Bulk prices are available. To order, contact Rhonda Starks (x11), publications assistant.

Continued on p. 16

AAHE Technology Projects

2nd Annual TLTR Summer Institute



July 12-16 * Scottsdale Princess * Scottsdale-Phoenix, AZ

The 2nd Annual Teaching, Learning & Technology Roundtable Summer Institute will enable participants to develop, implement, and advance teaching and learning using information technology, while controlling costs. Those new to AAHE's TLT Roundtable Program will learn how to begin a local Roundtable; experienced teams will learn how to move their Roundtables ahead. Educators (administrators, faculty, librarians, computing professionals, faculty development professionals, etc.) and representatives from the information industries (publishing, telecommunications, computing, etc.) will have opportunities to network, argue, and collaborate.

Theme Tracks

Reflecting the variety of ways in which information technology can contribute to educational (and societal!) change, sessions will be organized in four major theme tracks:

- Institutional Planning, Resources, and Support Services
- Changing Faculty and Student Roles — and the Curriculum
- Education, Technology, and the Human Spirit
- Assessment, Evaluation, and Research

Within these tracks, the Institute presenters/leaders will also explore how two paradigms for integrating technology into academia can be applied for different institutions. The first paradigm concerns improving institutional productivity and access to education; the second concerns communication, teaching, learning, and content. [See the editorial from the March/April 1996 *Change* for a more extended discussion of these two paradigms.]

Finally, the diverse track sessions will address the needs of individuals and teams from a variety of colleges, universities, and the information industries. The Institute will also provide structured opportunities for teams to synthesize what they learn from the tracks and apply the results to the needs of their own institutions. To help participants translate their learning into action, the Institute will provide a workbook instead of a program or proceedings.

For More

AAHE's Teaching, Learning & Technology Roundtable Program seeks to improve teaching and learning through more effective use of information technology while controlling costs. The TLTR Program provides a conceptual framework, guidelines, information, training to form local Roundtables, and a forum for individual colleges and universities to work with peer institutions. Local Roundtables become vehicles for inclusive institutional planning, communications, coordination, and collaboration — engaging representatives of all key stakeholders and support services in the deliberate pursuit of major educational change. At every level, participants in the TLTR Program are committed to developing and implementing effective strategies for change: strategies that address growing fears and engender realistic hopes; strategies that make technology the servant of important educational missions and personal values.

You are encouraged to join the AAHESGIT listserv to receive conference updates and information. Join by sending an email message to LISTPROC@LIST.CREN.NET that says "subscribe AAHESGIT yourfirstname yourlastname."

Deadline

The Summer Institute registration deadline is *June 21*. For more information about the TLTR Program or its Summer Institute, send email to TLTRINFO@aahe.org or contact Ellen Shortill (x38), program coordinator. ■

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus items of note . . . info to tmarches@aahe.org.

PEOPLE: As we went to press, American Council on Education board chair **Barry Munitz** introduced **Stan Ikenberry** to the ACE staff as their next president, to take over from retiring **Bob Atwell** November 1st. . . . Stan spent years at Penn State, held the Illinois presidency through last year, and currently chairs the Carnegie Foundation for the Advancement of Teaching's board (where he's hunting for a successor to Ernie Boyer) . . . Stan also cochaired that Presidents Work Group to establish a Washington office for institutional accreditation, a proposal campuses approved this spring by a 94-6 margin.

RPI: Up in Troy, NY, America's oldest engineering school — Rensselaer Polytechnic Institute (1824) — continues to catch eyes with the changes it's making . . . colleagues who've visited recently describe a "low-walls, can-do, high-interactivity" culture that's remade administrative structures (there's no provost anymore), spawned curricular innovation and course overhaul, deployed technology in creative ways (everybody comes to see RPI's "studio" courses), and made cross-unit collaboration a norm. . . . I'll learn more about all this from the RPI team at AAHE's Summer Academy on Undergraduate Quality, "Organizing for Learning," this July 27-31 in Breckenridge, CO. . . . Teams from 28 innovating campuses — 190 people overall — were selected last month for the inaugural Academy.

PEOPLE: Best wishes to new presidents **Ronald Applbaum** (Kean College), **Christa Adams** (St. Clair County CC), **Vincent Marsala** (LSU-Shreveport), and **Julius Erlenbach** (UW-Superior) . . . and new VPAAs **Philip Gilbertson** (U. of Pacific), **Andrea Leskes** (American U. of Paris), **Elaine Maimon** (ASU-West), and **James Netherton** (Samford). . . . Not incidently, users of AAHE's *Search Committee Handbook* call me to ask about search firms . . . just out from the Association of Governing Boards: a 44-page directory profiling 22 firms active in higher-education search, plus advice on choosing one . . . it's a timesaver (if pricey, $125/nonmembers) . . . reach AGB at 800/356-6317.

THIS AND THAT: That "virtual university" the Western Governors Association wants to set up may come to something, I hear . . . the staff work is led by NCHEMS's **Dennis Jones** and **Peter Ewell** . . . WGA meets later this month in Omaha. . . . The United Negro College Fund has major funding on tap for research on black achievement in schools and colleges. . . . One of our real experts on that topic retires this month, **William Brazziel,** head of UConn's higher-ed program for 27 years. . . . Happy to see the New England Assoc's **Sandra Elman,** a progressive presence in regional accreditation, named to head the Northwest Association. . . . No *Bulletin* piece in quite a while has generated as much talk as that March interview with John Abbott . . . John participates in two meetings this July between educators and brain scientists, one hosted by ECS's **Frank Newman,** the other by Wingspread. . . . **David Webster**'s *Change* ranking of research universities highlighted Emory U.'s rise to academic prominence . . . I note on another list that Emory's endowment ($2.5 billion or so) is now the sixth-largest in the country. . . . Ford Motor Co. brought 125 UT-Austin senior faculty and staff (led by president **Robert Berdahl**) to Dearborn, MI, last month for a week-long course in quality management. . . . One of the smartest people I know when it comes to technology and learning, MIT's **Greg Jackson,** heading to the Windy City for a top post at the U. of Chicago.

Maimon

Smith

AT AAHE: Used to be that summertime saw things ease off a bit at AAHE, but that hardly seems the case here now . . . or, I'll bet, where you work. . . . As I write, the office is a beehive of activity in preparation for our June 9-12 Assessment & Quality conference in Washington, 1,300-plus expected . . . hope to see you there . . . it's **Tom Angelo**'s second and final A&Q conference as head of the Assessment Forum . . . Tom departs in August for a faculty post at the University of Miami. . . . As the bylaws stipulate, July 1st is the transition date for AAHE Board offices, so on that date UTEP's **Diana Natalicio** passes the chair's gavel to Evergreen State's **Barbara Leigh Smith,** . . . the results of this spring's Board election to be announced in September's *Bulletin*. . . . Have a wonderful summer, see you then! ■

AAHE NEWS

continued from p. 14

Membership

AAHE Materials Available

Are you interested in receiving additional information on AAHE and its various projects? Would you like to provide brochures, fact sheets, or other materials to interested colleagues?

Contact Mary Joyce (x14), marketing manager: mjoyce@aahe.org. Please include your mailing address and phone number.

The Education Trust

Mark the Dates!

The seventh annual **National Conference on School/College Collaboration** will take place *November 20-24, 1996*, at the Grand Hyatt Hotel in Washington, DC. See the April *Bulletin* for the conference Call for Proposals. Your proposals, questions, and suggestions are welcome for session ideas, plenary speakers, and workshops. The proposal deadline is *June 30, 1996*.

Watch your mailbox this fall for registration materials, and plan to bring a K-16 team to join in lively discussions and the stimulating sessions.

For more information about the conference or AAHE's Education Trust, contact Wanda Robinson (x15), manager for meetings and publications: wrobinsn@aahe.org.

Forum on Faculty Roles & Rewards

New Department-Based Initiatives

AAHE's Forum on Faculty Roles & Rewards has been emphasizing the importance of the department as a fulcrum for change. Two universities are taking leadership here with new department-based initiatives:

➤ The Ohio State University has launched a new "University Departmental Teaching Excellence Award," awarded twice a year in the amount of $25,000 paid to the department in annual rate and $1,500 in cash. This departmental recognition program is sponsored by provost Richard Sisson and The Ohio State University Alumni Association.

➤ The University of North Dakota has started a presidentially funded program challenging departments to take the initiative in "defining and implementing flexible faculty roles and rewards." ■

Important Dates

Administrative Development Institute for Asian Pacific Americans. "Pathways to Academic Affairs Administration." San Jose, CA. *June 20-23.*

2nd Annual TLTR Summer Institute. "Strategies for Change." Phoenix-Scottsdale, AZ. *July 12-16.*
➤ Registration Deadline. *June 21.*

Cases Conference. "Using Cases for Reflective Teaching and Learning." University of British Columbia. Vancouver, BC. *July 27-30.*

Summer Academy on Undergraduate Quality: "Organizing for Learning." Breckenridge, CO. *July 27-31.*

AAHE Black Caucus South Caribbean Cruise. *August 3-10.*

1996 National Conference on School/College Collaboration. Washington, DC. *November 20-24.*
➤ Proposal deadline. *June 30.*

1997 AAHE Conference on Faculty Roles & Rewards. San Diego, CA. *January 16-19.*
➤ Proposal Deadline. *September 13, 1996.*

American Association for Higher Education

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190

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